
INDEPENDENT FINAL EVALUATION

OF THE

TANZANIA WEKEZA PROJECT

INVEST: SUPPORTING LIVELIHOODS AND DEVELOPING QUALITY

EDUCATION TO STOP CHILD LABOR



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I N T E R N A T I O N A L

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LIST OF ACRONYMS

BAKWATA	Baraza Kuu la Waislamu Tanzania (National Muslim Council of Tanzania)
BDS	Business Development Skills
BLD	Baseline Data
CBT	Community Based Trainer
CLC	Child Labor Committee
CLMS	Child Labor Monitoring System
CLU	Child Labor Unit
CMEP	Comprehensive Monitoring and Evaluation Plan
COBET	Complimentary Basic Education Program in Tanzania
CPG	Commercial Producers Group
CSO	Civil Society Organization
CV	Commercial Village
DADP	District Agricultural Development Programs
DAO	District Agricultural Officer
DBMS	Direct Beneficiary Monitoring System
DCLC	District Child Labor Committee
DCPT	District Child Protection Team
DCI	Data Collection Instrument
DCT	Data Collection Table
DEO	District Education Officer
EUBR	East Usambara Biosphere Reserve
FCS	Foundation for Civil Society
GoT	Government of Tanzania
GPRMA	Government Performance and Results Modernization Act
CPIMS	Child Protection Information Management System
IDS	Institute of Development Studies of the University of Dar es Salaam
IEC	Information, Education, Communication (materials)
IGA	Income Generating Activity
ILFS	Integrated Labor Force Survey
ILO	International Labor Organization
IO	Intermediate Objective
IRC	International Rescue Committee
KIWOHEDE	Kiota Women's Health and Development
KOICA	Korean International Cooperation Agency
KYDE	Kigoma Tobacco Growers Co-operative Union Ltd
LCA	Law of the Child Act (2009)
LGA	Local Government Authority

M&E	Monitoring and Evaluation
MF	Micro-Franchise
MLAP	Market Led Agricultural Production
MoAFS	Ministry of Agriculture, Livestock and Fisheries
MoHCDGEC	Ministry of Health, Community Development, Gender, Elderly and Children
MoESTVT	Ministry of Education, Science, Technology and Vocational Training
MPG	Management and Procedures Guidelines
MVC	Most Vulnerable Children
NAP	National Action Plan on the Elimination of Child Labor
NGO	Non-governmental Organization
NISCC	National Inter-Sectoral Coordinating Committee
NYDT	Nyakitonto Youth for Development Tanzania
PD	Project Director
PMO/LYED	Prime Minister's Office Ministry of Labor, Youth, Employment and Persons with Disabilities
OCFT	Office of Child Labor, Forced Labor and Human Trafficking
RF	Results Framework
SB	School Board
SACCO	Savings and Credit Cooperative Organization
SADEF	Sakale Development Foundation
SC	School Committee
SHDEPHA	Service, Health And Development For People Living Positively With HIV/AIDS
SIDO	Small Industries Development Organization
SWO	Social Welfare Officer
TALISDA	Tanzania Livelihood Skills Development and Advocacy Foundation
TASAF	Tanzania Social Action Fund
TAYODEA	Tanga Youth Development Association
TOT	Training of Trainers
Tsh.	Tanzanian shillings
TUCTA	Trade Union Congress of Tanzania
UDSM	University of Dar es Salaam
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children Fund
USAID	United States Agency for International Development
USD	U.S. Dollar
USDOL	United States Department of Labor
USG	United States Government
VCLC	Village Child Labor Committee
VETA	Vocational Education and Training Authority

VICOBA	Village Community Bank
VocEd	Vocational Education, or vocational skills training
VTC	Vocational Training Centre
WEKEZA	Supporting Livelihoods and Developing Quality Education to Stop Child Labor
WOLEA	Women and Children Legal Aid
WV	World Vision



EXECUTIVE SUMMARY

Introduction

Since December 2012, the United States Department of Labor (USDOL), through its office of Office of Child Labor, Forced Labor, and Human Trafficking, Bureau of International Affairs (OCFT/ILAB), has supported the International Rescue Committee (IRC) and its partners in implementing the WEKEZA project to work towards the elimination of child labor in Kigoma and Tanga regions of Tanzania.

The project is called **WEKEZA** (Wezesha Ustawi, Endeleva Kiwango cha Elimu Kuzuia Ajira Kwa Watoto), Kiswahili for INVEST: *Supporting Livelihoods and Developing Quality Education to Stop Child Labor*. The project works with the Government of Tanzania (GoT) in a consortium of partners comprising IRC, World Vision, Kiota Women Health and Development (KIWOHEDE), Tanga Youth Development Association (TAYODEA), the Foundation for Civil Society (FCS) and the University of Dar es Salaam's Institute for Development Studies (IDS).

The four-year Cooperative Agreement for USD\$ 10,000.000 from USDOL began December 27, 2012 and ended December 26, 2016. A no-cost extension until January 26, 2017 will help project staff complete certain tasks related to supporting youth employment.¹ A final evaluation of the project, a required component of the overall monitoring and evaluation plan, was conducted by an independent evaluator from October 2016 through January 2017. The evaluation consisted of document review; individual and group interviews with project staff, beneficiaries, and other stakeholders; and visits to project sites in the two target regions. At the end of the field site visits conducted November 3-21, 2016, WEKEZA stakeholders participated in a debriefing workshop on November 21, 2016 to discuss preliminary findings and further inform the evaluation. In addition to specific questions submitted by USDOL, the evaluator probed the opinions of stakeholders as to the future of the project outcomes, especially its potential in the long term for sustainability. This report presents the findings and analysis of the final, independent evaluation.

Project Description

Tanzania's National Bureau of Statistics estimates that 4.2 million children aged 5-17 years in mainland Tanzania are engaged in child labor (CL).² The Bureau identifies agriculture and domestic service as the two main areas of child employment. Factors that drive child labor in Tanzania include low household income, shortage of youth employment opportunities, weakness of social protection services, poor school attendance, and the need for policies and programs addressing child labor issues at local and national levels. A general lack of awareness and understanding on child labor issues in Tanzanian villages contributes to the persistence of child labor.

¹ According to information from USDOL on January 24, 2017, the project will be extended through March 31, 2017 pending remaining funds and grant officer approval.

² 2014 National Mainland Child Labor Survey, page 116, published February 2016.

Addressing these factors, the project developed a theory of change that providing certain strategic inputs to improve communities and household economies will reduce child labor. The inputs include six elements -- Education, Youth, Livelihoods, Social Protection, Institutional and Policy Strengthening, and Awareness Raising -- to be implemented by a collaborative of equally qualified and capable partners. Under the leadership of one of the main partners (FCS), a second tier of partners representing a wide range of capabilities were charged with specific important tasks. The role of the Tanzanian government (GoT) as a partner was also subdivided into multiple sub-partners (each of the line ministries, local government authorities, teachers, social workers, and other government officials).

Overall, the combination and complementarity of WEKEZA activities and stakeholders create an effective approach, resulting in change, which significantly improves the target households.

District Child Labor Committee (DCLC) member, Korogwe

Preliminary baseline (BLD) collected by WEKEZA, along with data collected in the 2014 National Mainland Child Labor Survey, confirmed the high prevalence of children working in domestic service.³ The results of the study informed the project that servicing a larger range of child laborers was needed, and that more households had to be targeted to arrive at the desired target number of child beneficiaries. The data collected and the outcomes of the project attest to the relevance of the efforts and to the validity of the theory and subsequent design.

At a glance, the project design may seem overly complex, but the synergy of the actors within their sectors has worked well for WEKEZA. Participants share a common, well-understood and articulated agenda. The activities are mutually-reinforcing and together provide the inputs necessary to meet the project objectives. They could be done as separate projects, but the integration of the direct services, sensitization, and policy strengthening is crucial to addressing the theory of change, and to the success of the project outcomes.

The IRC's choice of groups with which to partner was exemplary. The IRC worked in association with Government of Tanzania (GOT), World Vision (WV), Kiota Women Health and Development (KIWOHEDE), Tanga Youth Development Association (TAYODEA), University of Dar es Salaam's Institute for Development Studies (IDS) and the Foundation for Civil Society (FCS). The sub-grants, and the responsibilities attached to deliverables, strengthened the capacity in all the participating CSOs. As described in this report, project components were effectively designed to systematically and chronologically bring a myriad of diverse actors together to deliver the inputs and activities while building a sustainable foundation.

Project Management

The organizational structure of the project's administration, human resources, and implementation support is logical, coherent, and efficient. Initial personnel issues led to

³ The research firm, Savannas Forever Tanzania (SFTZ) conducted the BL survey at a cost of USD \$120,000. It targeted/identified beneficiaries that meet predetermined criteria; estimated the prevalence of child labor in project areas; provided baseline values of indicators (e.g. Benchmarks on work status and educational status of direct beneficiaries); and gave context-related information to plan interventions.

confusion, low motivation, and nearly derailed WEKEZA, but the staff overcame these challenges. The program staff's professional approach in building solid relationships with government and partner organizations contributed to the project's eventual success. At the time of the final evaluation, the current project director was an expert in child labor and development, who was respected by the staff and government stakeholders.

Information management is handled by the Monitoring and Evaluation (M&E) Specialist and support staff in the regions who manage data collection and the direct beneficiary monitoring system (DBMS) at banks of computers and rows of file cabinets in both offices. The DBMS is the backbone for accuracy and analysis for USDOL projects and by the end of the project, the system works very well. Project M&E officers at the Dar and regional offices confidently reported that statistics for the Direct Beneficiaries were accurate (or "at 99%," from the most cautious reporters). Indeed, spot checks during the evaluation found that hard copies of files on beneficiaries correctly crosschecked with information in the computer databases in all offices.

The project had an adequate budget for original activities, but unanticipated modifications to the activities, particularly school improvements, taxed the overall budget to some extent. The partners worked efficiently within the limits of their separate allocations. The visible deliverables coupled with the evidence of success of the awareness raising campaign demonstrate the efficient use of funds for that sector, as does the overall output by local civil society organizations in meeting their targets in both regions.

Summary of Main Findings

The evaluation found that WEKEZA successfully benefitted 13,933 vulnerable children and youth who were either engaged in, or at risk of entering, child labor in Tanzania. Children aged 5-14, who might have been engaged in harmful CL, or were at risk to entering the CL workforce, were supported in formal education programs, and 2,646 children aged 15-17 received skills training. Older youth aged 18-24, some of whom supported households, became entrepreneurs through apprenticeships or training. Others started micro-franchises with Tanzania businesses with the help of start-up capital. More than 4,700 young people aged 15-24 transitioned from unsafe working conditions or hazardous child labor to acceptable work training. More than five thousand households received training and inputs that put them on a stronger economic foundation.

Table 1: WEKEZA Direct Beneficiaries of Education and Livelihood Support

Beneficiaries	Program	Target	Actual	Target Totals	Actual Totals
Children 5-14	Primary	4,500	4,942	8,000	9,152
	Secondary	2,000	2,183		
	Complimentary Basic Education Program in Tanzania (COBET)	1,500	2,027		
Children 15-17	Vocational Training (Formal Apprenticeships, VETA and VETA-certified)	3,500	2,646	3500	2,646

Youth 18-24	Vocational Training (Master Trainers, Apprenticeships)		1,297		1,297
	Micro-franchise and Micro-enterprise	700	838	700	838
Total Children and Youth				12,200	13,933
Livelihood Support					
Agricultural Commercial Producer Groups				2,400	2,937
Income generating activities (Entrepreneurs)				960	2,446
Total Households				3,360	5,383

Education

WEKEZA direct beneficiaries were enrolled in primary and secondary public schools, vocational training institutions, or linked with capable vocational skills providers. They received essential supplies, including uniforms, copybooks, writing instruments, and math sets. These supplies helped them perform well academically and provided incentives for them to stay in school. The project trained teachers and schools to run Complimentary Basic Education in Tanzania (COBET) classes, using accelerated learning curriculum to help returning drop-outs or otherwise disadvantaged children integrate into classes of their peers. Teachers also received training in advanced pedagogical methodologies, which formed the backbone of the education-strengthening component.

The schools and facilities where the children were enrolled were given materials and equipment, such as textbooks, desks, and teaching aids to improve the learning environment. Some benefitted from refurbished classrooms, newly plastered walls, repaired roofs, and installation of segregated latrines. Schoolyards were upgraded and sports equipment supplied to most target schools.

The evaluation found that because of the complementarity of educational enhancements that were provided by WEKEZA (e.g. school materials and uniforms for children, training of teachers and school board members, and equipment and supplies for school buildings), there is clear evidence of easily recognizable achievements. First and foremost, WEKEZA schools reported noticeably higher attendance levels, and better overall academic performance by children than before the project inputs. According to educators, children and parents, these results were due to mutually respectful and collaborative relationships between schools and communities, which were fostered by the project activities. Progress included:

- Better qualified and motivated teachers enjoying their profession
- Repaired, renovated, and constructed classrooms and latrines
- Welcoming school yards and fun activities such as clubs, sports
- Elimination of corporal punishment
- New and strengthened relationships established between parent-teacher, teacher-child, parents-local government, and parent-child

Livelihoods

The evaluator met with a representative sample of members of commercial producer groups, income generating activity beneficiaries, and Village Community Banks (VICOBA), all of whom were parents or guardians of project beneficiary children. Each member interviewed had a personal story of overcoming poverty and hardship. Typically, individuals had a shock – often the loss of a breadwinner or relative, adding additional dependents, which contributed to a downward economic spiral. Others reported never getting a proper footing as an adult simply because he or she lacked education, land or capital. With newly acquired skills or training in improved methods, plus the project’s contribution of an added product, tool, or supply -- as simple as one cock and two hens -- the informants began to earn money. Project officers cited the family approach, i.e. providing the entire family options for strengthening their household situations, as integral to the success in keeping children out of child labor and in formal or vocational education. Overall, the final evaluation found that due to WEKEZA livelihood inputs, families were stronger than they had been with the following results:

- Increased income
- Expanded purchasing power
- More integration in surrounding market economy
- Greater understanding about family economy
- Transformed attitudes about the role of the child in families

The technical experts who assisted the project and WEKEZA staff livelihood specialists all concurred that at least two or three years of accompaniment by WEKEZA-like advisors and input (not necessarily funds) is needed to ensure a solid establishment of the commercial producer groups and entrepreneurial activities from the start of the activity. While the government technicians are capable of providing it, they are responsible for a larger population and have fewer resources with which to work, and their time is compromised.

Youth Employment

WEKEZA beneficiaries enrolled in an assortment of technical skills training programs, ranging from vocational institutes, including Vocational Education and Training Agency (VETA) facilities, VETA-certified vocational schools, to local apprenticeship opportunities with master trainers. Many vocational graduates have started their own businesses or found work. Support in the form of grants for income producing activities and, perhaps more importantly, training in sound business and economic practices were provided to older youth, parents and guardians of at-risk children to improve their conditions as a means to alleviate poverty and to discourage children from returning to work. The WEKEZA-supported Vocational training programs for youth are market-relevant. Those who have completed their training are earning regular income, and have control over the consequences of their efforts. Coupled with the business skills received and, for many, a sense of hope that had not been there before, they are in a better economic and social state than before the project.

Overall, the final evaluation found that the experiences and opportunities provided by WEKEZA resulted in personal transformation for most young beneficiaries. As young adults, they continue

to establish their identities. Those who have start-up kits are happy and doing well. Parents and community leaders reported that the young people are using their skills successfully in businesses and employment. According to the large range of stakeholders interviewed in the course of the final evaluation, the Youth Employment component had a strong, desired impact in the following ways:

- Contributed to stopping rural exodus
- Relieved burdens on their families
- Prepared youth to more efficiently pursue or create employment opportunities by providing Business Development Skills (BDS) and entrepreneurship training
- Had an expanded effect by training heads of households and caregivers of at-risk the children and youth
- Helped youth turn their lives around, especially girls at risk of becoming pregnant, and idle drop-outs who have become involved in fringe criminal activity. The Korogwe District Commissioner went further by citing concerns about terrorist activity as a result of unsettled youth.
- Built hope for Tanzania's future

All twenty-eight youth who were interviewed individually in the context of the final evaluation reported earning incomes that significantly enhance their lives, and the lives of their families.⁴ Many beneficiaries are contributing to their family support, including helping younger children with school supplies, so that they will not work. Among young people, aged 18-24, who had been identified as heads of households or caregivers of children who are engaged in or at risk of child labor, the impact of their training can be considered significant. According to families, neighbors and village leaders, they are more “dignified,” “confident,” and “well-balanced youth,” ready to participate in their communities.

Awareness Raising

Through a variety of activities, WEKEZA partners effectively increased the awareness among the larger target population about the dangers of child labor and the value of education. Parents and the general community in the target areas reported attitudinal shifts and greater understanding of the complex issues related to child labor, and demonstrated favorable views towards encouraging children to attend school or receive other instruction over child labor. Many of the sensitization activities were planned and conducted by local non-governmental organizations (NGOs) that also benefitted from training and material inputs through the project. Workshops addressed sensitization to child labor, issues surrounding child labor and education policies, useful and innovative teaching methodologies, and organizing techniques.

Critical to the success was that listeners and recipients of awareness raising efforts were presented with facts: rational explanations of the effects of child labor, how it affects the child,

⁴ Others also gave similar testimonies during focus group discussion meetings, but there was not the opportunity to interview them.

families, and communities. Using a community conversation methodology, whereby community members and facilitators enter into dialogues around the theme of child labor, parents receive information and are invited to discuss issues in a non-threatening atmosphere. Participants reiterated that they understood “the effects of child labor.” This marks a deepening of the awareness raising messages against child labor, because it does not simply say “no to child labor,” but explores and identifies the consequences to families and to communities of continuing to allow children to be engaged in CL, rather than attending school.

There is unambiguous evidence that awareness-raising activities took place implemented by WEKEZA partners and sub-partners (CSOs) in collaboration with educators, social workers, employers, government, and local community members. There is ample evidence gleaned from interviews with stakeholders that the outputs were transforming to the community. Not only communities, but also key stakeholders, have changed their attitudes towards child labor.

Social Protection

The final evaluation found that WEKEZA introduced and accompanied beneficiaries through the procedures to receive social protection options. Communities reported that they continued to feel connected to the social protection options available through the government of Tanzania and confirmed:

- Expanded understanding of the importance of health care to a child’s well-being among parents and teachers
- Greater knowledge about social programs available to the Tanzanian population in general
- Increased knowledge about specific social programs available for children, the poor, farmers, and the ill and disabled
- Informed about where to go and who to ask for help
- Higher degree of integration and trust established with local government authorities (LGA) as well as at the district and region levels

Institutional Capacity Building and Policy Strengthening

The project aimed to have Child Labor Issues included in “relevant development/education/anti-poverty and other social policies and programs at the national level;” “data from a Child Labor Monitoring System (CLMS) inform local government authorities in creating by-laws and ordinances;” and an “increased capacity of government actors to collect, analyze and disseminate child labor data,” presumably through a CLMS. WEKEZA accomplished these aims, though not exactly as the deliverables were defined in the CMEP. Project-sponsored awareness activities, consultative meetings, and training workshops did much to strengthen the national governing capacity as it relates to fighting child labor. By-laws and ordinances have been established and are being enforced in WEKEZA target areas and beyond. There is a momentum to collect and analyze practical data on children through the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) Child Protection Information Management System, and, although it does not resemble a traditional Child Labor Monitoring System and may not function through the Prime Minister’s Office Ministry of Labor, Youth, Employment and Persons with Disabilities (Disabled) (PMO/LYED), collaboration will likely occur if the

PMO/LYED indicates its commitment. The project has participated in these efforts, thus integrating, where possible, child labor as a main point of information.

The final evaluation found that the project could take credit for some accomplishments in the government's approaches to fighting child labor. There are other actors in Tanzania, such as UNICEF, NGOs, rights groups, and trade unions, for example, who advocate for policy strengthening and change in the area of child protection, child labor, and youth employment. The project has worked productively in collaboration with them, sometimes taking the lead.⁵ The strength of the project in building capacity lay in the work done at regional, district and local levels.

Capacity building can be manifested in many ways. Through its broad base of technical staff, government focal points, and CSOs, the project was effective in establishing community organizations, building a body of volunteers, and supporting workshops on many topics for many sectors across villages, wards and districts. Among the workshops supported by the project were: *awareness raising, strategic planning, designing by-laws, running VICOBAs, and training of trainers (TOT)*. Educators, School Committees, School Boards, representatives from law enforcement and trade unions, CSOs, and media were among those who were trained.

Sustainability

WEKEZA organized and led exit strategy meetings, which were very effective. District Child Labor committees (DCLCs) had devised fairly detailed plans with issues, activities and strategies according to their sectors. For example, DCLC members from MoHCDGEC are Social Worker Officers as well as Focal Points (or Focal Persons) for the group. They are committed to (a) ensuring that its social workers continue to collaborate, and (b) encouraging local government authorities to maintain local by-laws, policies and regulations. Other participants in the exit strategy meetings also were well grounded in their next steps and responsibilities once the project ends.

Other interventions where the project undoubtedly had sustaining effects were:

1. Identification of beneficiaries. This activity involved teachers and community members who were exposed to the conditions of people in their own communities, and thanks to sensitization by the project, were able to help in a small way. According to their responses in

⁵ An informational note from the WEKEZA PD, 18 January, 2017, explains: "... the [project built strong and strategic alliances at national and sub-national levels that enable to capitalize on synergies between sectors and other child labor initiatives to strengthen and expand the existing interventions to eliminate child labor and its worst forms. For instance, WEKEZA established [a] working relationship with a number of social partners, including trade unions such as Trade Union Congress of Tanzania (TUCTA), Conservation, Hotels, Domestic workers Allied Union (CHODAWU), Tanzania Plantation Agricultural Workers Union (TPAWU) and other workers' associations; employers' associations such as the Association of Tanzanian Employers (ATE); other USG-funded initiatives for children such as Pamoja Tiuwalee; ... child labor projects in the tobacco industry ... Plan International and Winrock International (PROSPER project)...during its implementation [the project ...continued to build on these strategic partnerships to enable stakeholders develop common strategies that can be sustained even after the project ends.]"

final evaluation interviews, this experience was life-changing as it changed their attitudes towards child labor, and built new enduring community-based relationships.

2. Direct services to beneficiaries. The major activities – access to education opportunities, training and small capital inputs for youth and families, and enrollment in VICOBA and the Community Health Fund – were transformative to beneficiaries. In interviews, participants declared their lives are better than before WEKEZA, and there is evidentiary documentation to prove this for the majority of the beneficiaries. Family incomes have increased, school attendance has stabilized, academic performance has improved, and beneficiary children are no longer involved in exploitative child labor.
3. Sensitization around the “effects of child labor.” Heightened awareness can be considered institutionalized in the project target sites (and some neighboring areas). The depth of the sensitization activities resulted in the emergence of many eloquent activists against child labor in their communities. Besides the voluntary facilitators in the wards, the mobilized and trained CSOs, District and Village Child Labor Committee members (DCLC and VCLC) are also *de facto* behavior change agents. **The DCLCs are key to the future sustainability of the project.** Members collaborate well, as they put aside individual interests to work on a single focus. They intend to keep meeting and advocating for child protection issues.
4. Institutionalized ordinances and penalties. The by-laws, ordinances, and fines created within the context of WEKEZA activities now exist to penalize and deter recruiters and employers of child labor. All six of the WEKEZA target districts developed and passed by-laws prohibiting child labor in their areas. Even as the project winds down, the by-laws remain as a means to protect children.
5. Revitalized School Boards and School Committees. With greater integration between communities and schools in the target areas, parents are more likely to see ways to help the schools, through donations or in-kind work on collective fields, feeding programs, making furnishings and doing repairs.
6. Learning centered teaching methods. The teachers who received training in pedagogical methods and “Healing Classrooms” are forever changed, according to their own responses in final evaluation interviews. They will likely continue utilizing the new approaches, as long as they have the support from their head masters, DEOs, and Ministry of Education, Science, Technology and Vocational Training. The pupils in schools where WEKEZA offered teacher training will also have enduring benefits because elements of the training promoted building articulate leaders among children, anger management techniques, and of course, awareness about child labor and the value of education.
7. Progress on child monitoring and national policies. The National Inter-Sectoral Coordinating Committee is institutionalized, but still seems unsettled. The animated stakeholder meeting (SHM) held at the end of the final evaluation field site visits, reflected a shared vision of what Tanzania can become. Attendance was very good, and attendees were highly engaged in the discussions. In his closing remarks, the IRC Country Director acknowledged and thanked the Labor Commissioner, Assistant Labor Commissioner, and the 2 District Commissioners, who attended not just perfunctorily, but who fully participated in the half-day meeting. Their presence was reassuring that government officials are taking an interest in strengthening efforts to eliminating child labor.

Main Conclusions

Interviews with stakeholders in the project, representing government, civil society, teachers, parents and children revealed that WEKEZA was “not just another project that delivers good works to communities.”⁶ According to the Foundation for Civil Society representative, **WEKEZA was more participatory** than most of its other projects to the extent that the communities took charge and were included in some aspects of design and implementation. The project was characterized by (a) a shared mission by qualified stakeholders; with (b) clearly articulated roles; who performed (c) intersecting activities; used (d) existing structures or establishing new ones; and (e) established ownership in a way that promises sustainability of many of the activities launched by WEKEZA.

Community members were both givers and deliverers of goods to their own villages. In claiming ownership, stakeholders described many activities, particularly as pertains to school enrollment and attendance, VICOBAs, meetings of DCLCs and VCLCs, and vigilance against child labor that will continue even after the project ends.

Key Recommendations

The evaluation generated a wide-ranging set of recommendations for future programming related to reducing child labor in Tanzania and elsewhere; for development projects in general; and for USDOL to consider. They include:

1. Celebrate and encourage usage of the brand name and its associated successful methodology. When a project name becomes associated with a successful effort, and is as well known as WEKEZA is, the government should be encouraged, as it takes on responsibility for project activities, to keep the “brand” name as its own.
2. Budget for sizable school infrastructure projects from the beginning, within the parameters of the USDOL guidelines.
3. Ensure selection of the highest quality of master trainers.
4. Provide a broader scope of instruction for trainees in sustainable farming
5. Dedicate a project staff member to work solely on capacity strengthening at the national level for projects like WEKEZA.
6. Help institutionalize local governing committees, such as Village Child Labor Committees (VCLC) with identifying materials for members.
7. Seek ways to promote the teacher improvement methodologies to be learned and adapted nationwide.
8. Design advanced pedagogical methodologies with at least one component that addresses special needs and counseling for girls.

⁶ Francis Uhadi, FCS, in an interview with evaluator.

9. Promote synergy between project-trained tailors and carpenters and project deliverables, such as school bags and school repairs.
10. Integrate Ministry of Labor Quality Assurance Officers into project activities more explicitly. Before the project ends, the WEKEZA project should explore what the role of PMO/LYED will be in continuing the achievements.
11. The Child Monitoring system should be seen as a major priority. The Child Protection Information Management System within the MoHCDGEC can collect data and measure results. If the system is coordinated with the PMO/LYED and other all other stakeholders, it will ensure that efforts remain aligned and stakeholders hold each other accountable.
12. Create a base or support networks for continued support to VICOBAs and similar initiatives to continue after the end of the project. Livelihood experts and educators say parents need three years in the VICOBAs before they can be determined to really be able to assist their children with supplies. Although USDOL projects are time-limited, projects should design or otherwise ensure support networks, from the inception, that will provide a foundation of up to five years for these vulnerable groups.
13. USDOL should explore how to have continuity in its projects for durable outcomes in communities and for the government. Project stakeholders interviewed in the context of the WEKEZA final evaluation frequently underscored the need for an extended time period in order to achieve the project aims.

Lessons Learned

Many lessons as well as good practices emerged from the project, which can be useful in any project implementation. Among them:

- Pilot projects tend to be more resource and support intensive, and perhaps coax out better performance than full-scale programs. WEKEZA functioned as a pilot project because it operated only in a fraction of needy communities, but was public enough so that surrounding communities and participating stakeholders gained from the experience. **One WEKEZA stakeholder aptly called it a *Catalyst*.** There are indications that some elements of the project, particularly teacher methodology, cross-sectoral activities, and enhanced public awareness about child labor and the rights of children did indeed cause chain reactions with positive results.
- It proved important to WEKEZA implementers to recognize the **different family situations** of target children. Some lived with grandparents, relatives, and unrelated guardians. Some older children were heads of households. Projects should assess the situations in the planning stage, especially to predict numbers of households, youth dropouts, school-age children who might be targeted.
- **Communities also have their own characteristics.** There were different approaches to some implementing activities, due to unique cultural and other situational circumstances in the two regions. Other differences, such as the procedure for disbursement of supplies to beneficiaries, did not appear significant. Neither region can be characterized as homogeneous, as even small villages where WEKEZA operates have histories of

transmigration. As a result, the work of VCLCs is important as people bring varied cultural traditions, such as early marriages, bride price, and of course, approaches to child rearing.

- Tanga is particularly concerned about terrorism, while Kigoma faces people coming across borders to escape conflict. Both have criminal elements, seasonal cultivation and pastoral farming, which instigate child labor and truancy. Situational assessments should be a primary step in project planning.

Good Practices

The strengths of the project are highlighted through several good practices, which helped families, schools and communities and contributed to building leaders among children. Stakeholders utilized technical approaches, which are worth replicating in other projects designed to curb child labor, for example:

- Partially paying the Community Health Program fees for beneficiary households alleviates insecurity in families.
- Conducting intensive door-to-door home visits as participating teachers, social workers, local government authorities, project staff, and behavior change agents (project-trained facilitators) received the unanticipated benefits of gaining a clear picture of the economic and social situations of their communities, to better serve the populations.
- Organizing Child Congresses and field trips, such as the one made by young entrepreneurs to Dodoma in October 2015 to exhibit their products, are invaluable in building good citizenship, while preparing youth to become leaders of tomorrow.
- Providing tangible goods and services, such as backpacks, school supplies, uniforms and school repairs represents major incentives for children to want to attend school.
- Offering meals at school is an additional magnet for children and their parents. Supervised by the District Education Officer, parents contributed the food and cooked. Some schools visited talked of growing food, and the project cited participating schools as already involved in school gardens.
- In Lalambe, children who had received vocational training in carpentry made desks for the school, and parents contributed 2500 Tsh. Each for school maintenance. Other similar instances of collaboration between VocEd graduates, commercial producers, and schools were mentioned in the context of the evaluation. Parents and local workers could also be involved, but expert craftsmen should implement construction.

I. CONTEXT AND PROJECT DESCRIPTION

1.1. Context

Tanzania is a democratic republic of 44 million people with an average annual gross domestic product (GDP) growth rate of around 7 percent over the past decade. Long a location of peace and general political stability, the country has recently experienced some volatility, the reviewing of the country's constitution a main outcome. Agricultural development contributes over 27 percent of GDP and employs 78 percent of the labor force. Although fairly self-sufficient in its main staple crop, maize, it still faces shortfalls in some years due to weather variability and substandard agricultural practices resulting in food insecurity and poverty.

In its 2014 National Mainland Child Labor Survey, Tanzania's National Bureau of Statistics, estimates that 4.2 million children aged 5-17 years in mainland Tanzania are engaged in child labor, which is equivalent to 28.8 percent of the entire population of children. Among them, 21.5 percent are in hazardous child labor.⁷ The report identifies agriculture and domestic service as the two main areas of child employment. Children work in the commercial agricultural sector on sisal, tobacco, tea and orange plantations. Besides doing agricultural fieldwork, many are engaged in lifting and hauling. Many of these children are over-worked, not paid at all or paid very low wages. Frequently, they are at risk of sexual exploitation. They are away from home, and receive no formal education. In its worst forms, children are engaged in prostitution or unpaid servitude and are trafficked internally and outside Tanzania for employment and other purposes.

Since independence, Tanzania has demonstrated a commitment to education through progressive policies, which have not always withstood the nation's economic realities. Universal Primary Education (UPE) began in 1974 as a way of transforming rural society and agriculture. The country nearly achieved UPE in the early 1980s, but by the end of the 20th century less than 60% of primary school-aged children were in schools. A relatively high percentage of the adult population has attended primary school, but the emphasis on elementary education has not had the desired positive effect on family incomes. Tanzania remains one of the poorest countries in the world. The 1980s global crisis and internal discord caused a fall in the quality of primary education. Parents questioned the value of sending their children to school, especially as they struggled to survive. Child labor was seen as a practical and viable cultural and economic option.

By the end of the twentieth century, the level of quality of Tanzania's education system was in crisis. Schools lacked sufficient classrooms, furniture and textbooks. Less than half of teachers met the Ministry's minimum qualifications requirements and were unreliable. Teaching methodology was authoritarian, and corporal punishment, as well as sexual harassment on school grounds, was common. The outcome of these conditions was that many children dropped out of primary school or were never enrolled. More than a decade later, enrollment has increased,

⁷ 2014 National Mainland Child Labor Survey, <http://www.nbs.go.tz/nbstz/index.php/english/statistics-by-subject/labor-statistics/755-tanzania-national-child-labor-survey-2014-published-on-feb-2016>, page 116, published February 2016.

mainly due to national policies to drop primary and secondary school fees, but there are still associated costs, and many of the same problems persist.⁸ *Quantitative* progress has been impressive, and the government is turning to emphasizing the *quality* of teaching, as well as infrastructural facilities.⁹

Key issues facing the country's government include shifting trends in the needs of Tanzania's young and growing population; strengthening political opposition; transparency issues in the country's mineral and agricultural wealth and resources; and its unique geopolitical position between East and southern Africa.¹⁰ Poverty has been identified as the principal cause of households relying on child labor.

1.2. Legal Framework

Despite an impressive array of laws and policies to fight child labor in Tanzania, the country struggles with implementation and enforcement issues in its attempts to eliminate child labor. The country's child development policy addresses the right to education. Age limits for working children are legally defined. The minimum age for employment is 14 years (15 in Zanzibar), with a wide margin between hazardous work allowed at age 18 years and light work (household chores, etc.) permitted at 12 years. Child labor in Tanzania persists, especially in agriculture and domestic servitude. Gaps remain in the laws regulating children's engagement¹¹ in illicit activities and other worst forms of child labor.

Table 2: Overview of Child Protection/Child Labor Legal Framework in Tanzania

Policy Instrument	Status
Law of the Child Act 2009	Harmonizes child-related statutes, CRC
ILO Minimum Age Convention (No. 138)	Ratified
Worst Forms of Child Labor Convention (No. 182)	Ratified
ILO Convention 189 on Domestic Workers	Not ratified
Convention on the Rights of the Child (CRC) and Protocols	Ratified
Employment and Labor Relations Act 2004	Restricts employment for U18, prohibits employment of U14 (except in light work).
National Action Plan for the Elimination of Child Labor	2009, New one under review

⁸ When opening Parliament in November 2015, President John Magufuli reiterated his election pledge that Tanzanian children would enjoy free education from primary to secondary level. As of January 2016, school fees at the secondary level are abolished. The policy aims to free families from education fees for 11 years of schooling.

⁹ Education and Poverty Reduction in Tanzania, World Bank Occasional paper, Ruth Wedgewood (2005). See also, 2016 Global Partnership for Education in Tanzania, Summary, p. 1, 2016: "The government of Tanzania envisions education opportunities offered to all and a skilled workforce leading to a high quality of life for all. The country has seen significant progress related to school infrastructure, enrollment, and teacher supply. Teacher/student ratios have improved and transition rates into secondary schools have increased.

¹⁰ Politics and Development in Tanzania: Shifting the Status Quo, A.Anyimadu, Chatham House, UK. Mar 16, p.16.

¹¹ <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/tanzania>

Policy Instrument	Status
Child Labor Monitoring System (CLMS)	Developing in concert with the Ministry of Health, Community Development, Gender, Elderly and Children Child Protection Information Management System
List of Hazardous Work for Children (HCL)	2011, included in the Law of the Child Act
Universal free education, National Ed. Act 1978; Secondary School 2015	Compulsory primary school enrollment for 7 year old children
Local Government Authority	By-laws, ordinances which protect children exist in WEKEZA regions, with enforcement protocols

1.3. Project Specific Information

In December 2012, the USDOL’s Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) and the International Rescue Committee (IRC) began a four-year Cooperative Agreement of USD \$10 million to implement a project to reduce child labor in the agriculture and domestic service sectors in two regions of Tanzania. The target regions, Kigoma and Tanga, are significant producers of tobacco, sisal and oranges, most of which rely on smallholder family farms and out-grower schemes where child labor is prevalent. In its target regions, WEKEZA works in six districts, 19 wards and 54 villages.

The project is called **WEKEZA** (Wezesha Ustawi, Endeleva Kiwango cha Elimu Kuzuia Ajira Kwa Watoto), which means: *INVEST: Supporting Livelihoods and Developing Quality Education to Stop Child Labor*. The project works with the Government of Tanzania (GoT) in a consortium of partners comprising IRC, World Vision, Kiota Women Health and Development (KIWOHEDE), Tanga Youth Development Association (TAYODEA), the Foundation for Civil Society (FCS) and the University of Dar es Salaam’s Institute for Development Studies (IDS). It addresses a theory of change that child labor will be reduced by focusing on a combination of activities:

- Supporting access to formal and non-formal education for at-risk and working children;
- Offering substantive livelihood and income-generation options for impoverished families;
- Providing youth with employment and business skills
- Implementing awareness raising;
- Promoting social protection of children; and
- Providing institutional capacity strengthening and support to the GoT in enhancing child protection and labor policies.

Project Objectives

WEKEZA had the following 6 *Intermediate Objectives* (IOs) with 20 supporting objectives:

IO 1: School attendance among target children increased (Education)

IO 2: Incomes in target households increased (Livelihoods)

IO 3: Employment among target youth 15-24 increased (Youth Employment)

IO 4: Beneficiaries receive benefits from government services (Social Protection)

IO 5: Child Labor Issues included in relevant development/education/anti-poverty and other social policies and programs at national level (Building Government Capacity)



IO 6: Community attitudes towards child labor changed (through Awareness Raising)

The project targeted 8,000 children, aged 5-17 and 4,200 youth, aged 15-24. In addition, 3,360 impoverished households were identified to be involved in activities to strengthen their family economy. School age beneficiaries and youth came from the designated households.

Since 2012, the project surpassed its targets, enrolling children into various education and/or employment programs. Schools have been improved and repaired and teachers have received special pedagogical training designed to enhance the allure of schooling for children and their parents. The project has helped to increase family economies through offering income-generating options, microfinance, and business and livelihood skills to parents and older youth; and introduced communities to social protection services. Much of this has been effective because of multiple awareness raising strategies and the creation and/or backing of sustainable supporting bodies to fight child labor in government at all levels.

As noted, the project works in two of Tanzania's thirty regions, Kigoma and Tanga. Within the regions, project activities take place in 6 Districts (3 per Region), across 19 wards, which comprise 54 villages. Technically, the project now works in 56 villages as two villages were split to form additional villages. Table 3, on the following page, lists the regions, districts, and wards where the project is implemented. The table also includes maps of the implementation areas.

Table 3: Regions, Districts, Wards, and Maps of Project Implementing Areas

REGION	DISTRICT	WARDS	MAP OF REGION
KIGOMA 3 of 8 districts 11 Wards 27 villages	Kasulu	Titye Kagera- nkanda Kitagata, Heru- Ushingo	
	Uvinza	Nguruka Mganza Mtegowanoti	
	Kigoma/Ujiji	Bangwe Kitongoni Mwanga Kaskazini	
	Muheza	Mtindiro Kwafungo Songa	
TANGA 3 out of 8 districts, 9 Wards 27 villages	Korogwe	Mpare Mkalamo Mnyuzi	
	Muheza	Mtindiro Kwafungo Songa	
	Muheza	Mtindiro Kwafungo	
	Tanga	MziKirare	

II. EVALUATION PURPOSE AND METHODOLOGY

2.1. Goal and Purposes of Final Evaluation

A final evaluation is a required component of the overall monitoring and evaluation plan of the WEKEZA project, which began on December 27, 2012, with an ending date of December 26, 2016. An extension has been granted to follow up on some incomplete aspects taking the end of project (EOP) to January 26, 2017.¹² An independent, interim Evaluation was conducted of WEKEZA in January 2015, which resulted in several changes to the project. The Final Evaluation for WEKEZA began with document review in October 2016. A field visit was conducted from 3-21 November 2016.

As specified in the Terms of Reference and Evaluation methodology found in Annex A of this report, the main purposes of the final evaluation are to:

- Analyze the validity of the project's theory of change;
- Assess the relevance and effectiveness of all project interventions;
- Determine whether the project has achieved its expected outputs and outcomes and identify the challenges and successes encountered in doing so; and
- Document lessons learned, good or promising practices, and models of intervention that will serve to inform future child labor projects and policies in Tanzania and in other USDOL implementation regions.

The final evaluation assesses the project's experience in implementation, and the noteworthy effects on project beneficiaries to the grantor, USDOL's Office of Child Labor, Forced Labor, and Human Trafficking (OCFT), the grantee (IRC), project partners, project stakeholders and other groups working to combat child labor assessing. Further, the evaluation report documents factors, which contributed to project results. These findings, conclusions and recommendations will serve to inform stakeholders on the design and implementation of subsequent project phases or future child labor elimination projects.

2.2. Technical Methods Used

The evaluation was carried out by an independent evaluator, with project staff present only to provide introductions to stakeholders and beneficiaries. For interviews involving village and district-level beneficiaries and stakeholders, a native Kiswahili speaker provided interpretation. The evaluation methodology is both qualitative and quantitative. Through visits to the field, involving interviews with beneficiaries (parents, children, youth, teachers, etc.) and all partners and stakeholders, substantive qualitative information was collected, while physical

¹² According to information from USDOL dated January 24, 2017, the project will be extended through March 31, 2017 pending remaining funds and grant officer approval.

accomplishments were also verified. Quantitative data was obtained from the project's Technical Progress Reports (TPRs), status reports, as well as contextual research and publications.

Data collection methods included:

- *Interviews* with Project staff, Partners, USDOL, project beneficiaries, and as many stakeholders as possible.
- Visits to a *Feasible Sample* of participating communities, stakeholders and benefitting educational institutions. These site visits were in both regions, to districts, wards and villages where the project operates.
- *Document Review* of Project documents, reports; baseline survey reports; files in the regional and national project offices, including those monitoring direct beneficiaries (DBMS); correspondence related to Technical Progress Reports; Management Procedures and Guidelines; school records on children, attendance, performance; research or contextual reports.
- Examination of the *Monitoring and Evaluation systems* set up to assess impact of helping individual beneficiaries.

Specific evaluation questions were posed by the OFCT, which were reviewed by the evaluator and the project implementers at IRC. See the attached data matrix in Annex B for the evaluation questions, how data was collected and analyzed to answer the questions, and where the answers may be found in this report.

2.3. Limitations and Opportunities to Methodology

Overall, the evaluation did not encounter any difficulties. Interviewees were prepared to meet the evaluator. If appointments needed to be rescheduled, it was done with minimum trouble. In a few instances, some interviewees were unreachable, but most key stakeholders were available, even on weekends. Although several staff members had left the project, or in the case of government officials, transferred, some met with the interviewer by Skype or in Dar es Salaam (Dar). Several World Vision staff formerly with the project was particularly accommodating; however, current WV country staff were unavailable to meet the evaluator.

Although the project filed regular, though not always timely, reports from its inception, historical information that might explain more clearly how some project decisions were made is sparse. Staff turnover was high for the first three quarters of the project. As a result, the evaluator had to weigh anecdotal information collected from staff that remained, rather than obtain reliable institutional memory about project start up, to reach conclusions designed to add to the evaluation of the project.

Government officials, such as district commissioners were acquainted with the project and project focal person. If unavailable, they were represented by well-informed deputies. Sometimes, they met with the evaluator and the focal person together. The Stakeholder Meeting also provided a rich occasion to gather information during and after the meeting. WEKEZA staff had created a very tight schedule, and some planned interviews were deleted or condensed, but

those decisions did not compromise the evaluation, as the other stops were expanded and more productive.

Due to the great distances between the two regions, and within the regions themselves, it was unfortunate that more sites could not have been visited. Some of the evaluator's time was lost on travel. It is necessary to fly to Kigoma from Dar and back, a trip, which uses a good portion of two days for each trip. The overland trip to Tanga is at least a six-hour journey from Dar one way. The four days of interior travel compromised four days of work, although some interviews and/or observations were held on all four days.

If more sites could have been visited, it would have proved especially useful in comparing and contrasting the sometimes different approaches to implementation in the two regions; creating opportunities for broader on-site viewing of the many school repairs; and deeper and/or more interviews with teachers and instructors in both formal and nonformal youth employment skills delivery. For this to take place, an additional five days would be recommended.

2.4. Evaluation Scope

The evaluation reviewed all of the activities that occurred during the four years of project implementation through document review and the field site visits. The WEKEZA field site visit was conducted over nineteen days, including weekends.¹³ Five and a half days were spent interviewing and visiting sites in Kigoma Region, six and a half in Tanga, and four in Dar.

In the course of the field visit, the evaluator met with a wide range of stakeholders in all six districts.¹⁴ Interviews were conducted in government offices at local, district, regional and national levels; multiple educational facilities, particularly primary schools and secondary schools, COBET classes, skills training facilities, and agricultural venues.

¹³ See ANNEX B for itinerary details.

¹⁴ Key stakeholders include implementers, government officials, educators, employers, beneficiaries and parents.

III. FINDINGS

3.1. Project Design and Relevance

Theory of Change Followed

Project documents, notably the Comprehensive Monitoring and Evaluation Plan (CMEP), propose a theory of change that, by providing certain inputs to improve communities and households, child labor will be reduced. Through strategic awareness raising and a focus on building community structures, families and communities will understand the complex issues surrounding child labor. Support and training to families to understand the importance of education and increase household incomes could facilitate getting child laborers back into the education system. Enlightened educators and a welcoming school environment, coupled with necessary supplies will keep children in school and out of child labor. Opportunities beyond the traditional education system will help older youth to become engaged in sustainable activities. Household economies will improve and access to social protection increased through these inputs. This theory presents a logical progression with key actors, all identified in the CMEP. As described in this report, project components were effectively designed to systematically and chronologically bring a myriad of diverse actors together to deliver the inputs and activities while building a sustainable foundation.

Prevalence of Child Labor Confirmed

Initial baseline data (BLD) collected by WEKEZA, along with data collected in the 2014 National Mainland Child Labor Survey, confirmed the high prevalence of children working in domestic service.¹⁵ Anecdotal interviews, conducted door-to-door by community members and project staff in WEKEZA sites, highlighted the nature of the work. Although originally focused on sisal production, the BLD identified a much broader range of child labor, much of it hazardous. In the Tanga region, children were found to be working at various tasks related to orange plantation, production, and marketing. In both regions, fishing was cited as a key sector of child employment, along with petty trading. Other areas of work in which children were engaged included brickmaking, timber, haulage, rock quarrying and tobacco farming. Many other children were found to be at risk to become engaged in child labor, simply because their parents or guardians were unemployed and poor; they were themselves heads of households; or they were unable to continue in school either because of lack of funds or low grades. The study also identified families living in poverty and children not attending school. This confirmation justified the project's approach to focus on withdrawing and preventing children from engaging child labor, providing alternatives to parents and young adults to earn more secure incomes, and supporting the educational systems to keep children in school or receive skills training.

The results of the study informed the project that servicing a larger range of child laborers was needed, and that more households had to be targeted to arrive at the desired target number of

¹⁵ The research firm, Savannas Forever Tanzania (SFTZ) conducted the BL survey at a cost of USD \$120,000. It targeted/identified beneficiaries that meet predetermined criteria; estimated the prevalence of child labor in project areas; provided baseline values of indicators (e.g. Benchmarks on work status and educational status of direct beneficiaries); and gave context-related information to plan interventions.

child beneficiaries. “The baseline data study provided us with a road map of what needed to be done,” said a member of the Kasulu District Child Labor Committee who had been with the project from its launching.

Complex Project Design

The project comprises six separate components (Education, Youth, Livelihoods, Social Protection, Institutional Strengthening, and Awareness Raising) to be implemented by a collaborative of equally qualified and capable partners. Under the leadership of one of the main partners (FCS), a second tier of partners representing a broad range of capabilities are charged with specific important tasks. The role of the Tanzanian government (GoT) as a partner is also subdivided into multiple sub-partners (each of the line ministries, local government authorities, teachers, social workers, etc.).

At a glance, the project design may seem overly complex, but the synergy of the actors within their sectors has worked well for WEKEZA. Participants share a common, well-understood and articulated agenda. The activities are mutually-reinforcing and together provide the inputs necessary to meet the project objectives. They could be done as separate projects, but the integration of the direct services, sensitization, and policy strengthening is crucial to addressing the theory of change.

The **social protection** and **policy strengthening** components, while integral to the theory of change, were articulated in the CMEP, but not as clearly as were the deliverables in the **direct services** of providing beneficiaries with education, employment and livelihood opportunities. Consequently, those activities languished somewhat in implementation. Similarly, there was no clearly articulated **research** component, although there was a research partner, the Institute for Development Studies. Without a specific officer to pursue the research, the research component ebbed out of the picture after it met one deliverable and was unable to fulfill others for various reasons.¹⁶ Among research topics, which could help the fight against child labor, one was suggested by a District Child Labor Committee (DCLC) for an in-depth *replication* of the original BLD study to be conducted at the end of the project to quantitatively assess its impact. Educators routinely recommended follow up research to judge the influence of the educational inputs, from teacher training to attendance recording; desks to newly plastered floors; and chalkboards to textbooks.

There has been good communication across the channels, mainly due to the district and local child labor committees, and the energetic staff of the project partners. USDOL and IRC have also provided unwavering support, even in the face of delays or difficulties meeting targets.

3.2. Project Management and Administration

The organizational structure of the project’s administration, human resources, and implementation support is logical, coherent, and efficient. Geographically, WEKEZA is divided

¹⁶ For example, the ILO had already implemented one study.

across two regions, which were selected according to supposed criteria of need, existing sphere of work by partners, and good potential for piloting the strategy.

An office is located in Dar es Salaam in IRC headquarters. The regional offices in Kigoma and Tanga are secure, fully functioning facilities. Over the life of the project, six vehicles and six motorcycles provided transport. Drivers are reliable and conscientious.

Project Staffing

Initially, the project suffered from severe dysfunctional management. The presence of an difficult and under-performing project director (PD), combined with possibly other mismatched hires, all of whom had left the project by August 2016, caused delays, confusion, low motivation, and nearly derailed WEKEZA. Although the evaluator at first thought that the complicated personnel issues which showed up in TPRs and mentioned only cursorily in the interim evaluation had been resolved, it became apparent in interviews, particularly with government officials, that the choice of project director had seriously jeopardized the project. Even at the end the project, there was some residual damage. For example, delays and questionable quality issues are attached to the final distribution of youth employment start-up kits and finishing some school repairs. Perhaps more meaningful was the critique that was echoed by more than one member of a District Child Labor Committee (DCLC) in both regions that the project might have been *more innovative* if the staff time and energy had not been deterred by the project director. As more unsolicited and spontaneous stories emerged during the evaluation, it became apparent that inconsistent management, intimidation, and frustration, which stymied creativity, marred the early days.

Despite challenges, WEKEZA staff built respectful, professional relationships with government and partner organizations, which probably contributed to the project's accomplishments. There were many so instances where the PD had insulted, irritated or outraged stakeholders, coupled with obvious staff dissatisfaction (departures by 5 Monitoring and Evaluation Specialists, the Child Labor Specialist and other staff members over the course of the project), it is surprising that she was not at least placed on a six month probation early into the project.¹⁷ Her negative effect on the project was revealed not only by staff in interviews with the evaluator, but offered unsolicited by government officials as well during the course of the evaluation as a major challenge. These stories also call into question the assessment of earlier staff that was

¹⁷ According to USDOL OFCT personnel, "Per the Management Procedures and Guidelines (MSG), USDOL can approve or reject a personnel change, but cannot initiate one even when USDOL identified concerns. USDOL raised concerns about the Project Director to IRC HQ." The fifth M&E Specialist left November 20, 2016 after the Final Evaluation fields visit. After the September 2014 Technical Progress Report, due to concerns with project performance with respect to the majority of CMEP targets and the issue of school safety, USDOL required three-month status reports to be submitted by January 31st. By June 2015, USDOL was "extremely concerned about the implementation and monitoring of this project, as well as the integrity of the data. In addition, we remain concerned that the project has continually submitted its TPRs late ... " Again, USDOL required "a quarterly status report be submitted by July 31 covering the period of April- June 2015."

criticized.¹⁸ A qualified, creative and competent team now in place implements the project as it nears its completion, but it begs the question what the project might have accomplished if there had been team building and harmony at the outset. Some staff managed to work around what many characterized as “the drama” and fear,” but it negatively affected their work, either because they were pulled from planned schedules, or simply afraid to act independently.

At the time of the final evaluation, the current project director, an expert in child labor and development, brought a professional manner to the project, and was respected by the staff and government stakeholders. Under his leadership, the two offices were not operating with a full complement of staff, for various reasons. Mostly, the contract with World Vision staff had ended a month before the final evaluation, so the livelihood specialists were no longer working for WEKEZA. Also, as the project nears its end, staff are leaving WEKEZA as they find other positions. Some interns had been brought in to help with follow-up with the youth employment program. Over the life of the project, staff consisted of Project Director, two Regional Managers, auxiliary administration and finance staff. Program staff included Child Labor Technical Specialist, Education Technical Specialist (1), Education Managers (2), Livelihoods Technical Specialist, Livelihoods Managers (2), and Youth Employment Coordinator. The M&E Specialist, Data Managers and Clerks conducted Monitoring and Evaluation.

Information management is handled by the Monitoring and Evaluation (M&E) Specialist and support staff in the regions who manage data collection and the direct beneficiary monitoring system (DBMS) at banks of computers and rows of file cabinets in both offices. The DBMS is the backbone for accuracy and analysis for USDOL projects. Initially the WEKEZA component was very weak as Technical Progress Reports (TPRs), correspondence with USDOL and IRC, and staff narratives attest. After the implementation of the database system and tedious, long hours of page-by-page data correcting, the system works very well.

The project had an adequate budget for original activities, but unanticipated modifications to the activities (school repairs, research topic changes) ultimately taxed the overall budget so that some activities suffered. The partners worked efficiently within the limits of their separate allocations. The visible deliverables coupled with the evidence of success of the awareness raising campaign demonstrate the efficient use of funds for that sector, as does the overall output by local civil society organizations in meeting their targets in both regions.

Partners

The IRC’s choice of groups with which to partner was exemplary. World Vision brought a high level of expertise to the project’s livelihood projects. The Foundation for Civil Society has a mission and the capability to mesh two important streams of the project – awareness raising and capacity building. The University of Dar es Salaam’s [Institute of Development Studies](#) brought an academic foundation that was present at planning and coordinating meetings. The qualified

¹⁸ At least one M&E Specialist might have contributed to the unreliable data being reported to USDOL in the TPRs. However, without full particulars, it is unclear where rumors and lack leadership begins. This, from the WEKEZA Interim Evaluation Report, is unsubstantiated: “There are suspicions but no direct proof that the disgruntled former M&E specialist may have tampered with the DBMS programming before leaving the project.”

leadership and professional approaches of two non-governmental organizations, the Kiota Women Health and Development (KIWOHEDE) and the Tanga Youth Development Association (TAYODEA) contributed to the deeper foundation of shared missions and collaborative strength.

The Foundation for Civil Society (FCS) is a national grant-making organization with the aim to build capacity among emerging civil society organizations (CSOs), in order to effectively meet their goals, build institutional sustainability and attract additional grants from new funders. FCS identified fifty-two CSOs to implement one or more project components for all three districts within a target region. As examples:

In Kigoma, CSOs NDELA and BAKWATA (National Muslim Council of Tanzania) did awareness-raising; KIOO was responsible for education; and Nyakitonto, CCC, KYDE focused on youth employment.

In Tanga, the Sakale Development Foundation (SADEF), Women and Children Legal Aid (WOLEA) and Tanga Paralegal Aid Scheme for Women and Children provided awareness raising in villages, while the Tanzania Livelihood Skills Development and Advocacy Foundation (TALISDA) and the NGO Service, Health and Development for People Living Positively with HIV and Aids (SHDEPHA) worked on access to education and livelihood components.

The groups enthusiastically embraced many components of the project as they canvassed door-to-door and met with communities. The grants and the responsibilities attached to deliverables strengthened the capacity in all the participating CSOs. Some of the CSOs report success in finding funding to continue their activities after WEKEZA ends. CSOs affirm they have developed new capabilities to advocate for child labor issues and to work with target populations using WEKEZA materials, which should enable them to provide such services after WEKEZA ends.

3.3. Monitoring and Evaluation

Reporting

For USDOL projects, the Comprehensive Monitoring and Evaluation Plan (CMEP) lays out a detailed implementation plan of activities and guides the project leadership in reporting. Technical Progress Reports (TPR) and USDOL's Comments in response to them are the primary and critical mechanism for chronicling a project of the OCFT. In 2013, WEKEZA was developing the CMEP, so it was not in the position to report data on meeting indicators. However, USDOL noted in April 2013 that financial reports were not sent and the proper reporting format was not utilized. Over the next two years, comments addressed numerous problems. The project occasionally submitted TPRs past the official due date, which USDOL indicated to the project. In year two of the project, USDOL conveyed concerns over the meeting of targets, incorrect data, financial reporting, obscurely-written TPRs, and "difficulties the project is having with staff," ultimately requiring the first of several three-month status reports after receiving the September, 2014 TPR. Concerns continued, and, in the June 2015 Annex C, Comments on the TPR for reporting period: October 31, 2014 to March 31, 2015, it is noted that reports were consistently late. Further, USDOL noted that it is "extremely concerned about the

implementation and monitoring of this project, as well as the integrity of the data, “again requiring the three-month status report.

The TPRs themselves chronicled to some extent personnel changes, because different names submitted, certified, and commented on TPRs over the life of the project, reflecting changes in WEKEZA staff and project officers at USDOL and also at IRC headquarters in New York.¹⁹ The project’s TPRs did not cover the details of personnel, except to note difficulties. Following the status report of April-June 2015, USDOL expressed extreme concern “about the frequent turnover of key personnel in this project,” noting “that only the Project Director remains in position.”

The project is complicated, as it brings together many sectors, juggles partnerships and requires scrupulous accounting of beneficiaries. The difficulties that arose here were not insurmountable, but time and energy was compromised. The backstopping organizations of USDOL and IRC should have noted the red flags when reports were late, contained inadequate data reporting, and reported frequent staffing changes, and probed more deeply into the source of the problems. Just as status reports are a good idea for closer monitoring, placing the Project Director on a probation period of six months would have been a sensible idea.

Monitoring and Evaluation Function

As noted, the M&E functions of the project had complications in the beginning of the project. Over the course of the project, there have been five M&E Officers at the project head office. As a result, it is difficult to fully grasp how and why the project faltered in its initial beneficiary data collection and development of the project’s Direct Beneficiary Monitoring System (DBMS). There are several explanations -- errors by volunteers, misunderstandings about age and status of beneficiaries, and improperly inputted data, such as hours worked by a child beneficiary, for example. There were duplications in calculations that caused incorrect figures reported to USDOL, but it is clear that no one child or household received duplicate benefits.

By the time the final evaluation took place, the new M&E officer and Data Managers at the Dar and regional offices felt confident to report that they had cleaned the files, and that statistics for the Direct Beneficiaries were accurate (or “at 99%,” from the most cautious reporters). Indeed, spot checks during the evaluation found that hard copies of files on beneficiaries correctly crosschecked with information in the computer databases in all offices.

There was ample evidence of follow-up to families and beneficiaries, schools, vocational centers, including interviews with aged-out youth participants, to ensure accurate data as the project nears its completion. While challenging, the “data cleanup” was greatly improved with consulting help from a former USDOL project employee in Uganda who guided the WEKEZA team

¹⁹ Personnel issues are documented in project revisions as requests for staff changes, e.g. April 21, 2016 Grant Modification, April 21, 2016, when one Livelihood Specialist was replaced by another. These modifications pass through USDOL according to the standard procedures found in the Management and Procedures Guidelines for Cooperative Agreements (MPG), which state (p. 6, 2013; 2015): “USDOL involvement includes the designation of key personnel positions and the approval of key personnel.”

through creating and manipulating a database.²⁰ The program is fast and can be used for quick verification and analysis. As with all programs, and because some information was not entered in the original data collection, some information is not totally accessible, such as school attendance tracking information. The binders that line the bookshelves in the regional offices containing information provide back-up.

The project did collect data in a variety of other impact-related fields. By working with local government authorities, teachers, and social workers, the project was able to track the school attendance figures, as well as youth employment and livelihood beneficiary income figures, as needed.

3.4. Project Achievements and Results

As noted, WEKEZA project activities stem from the six Intermediate Objectives (IOs). The IOs are, briefly, (1) Education; (2) Livelihood; (3) Youth Employment; (4) Social Protection; (5) Institutional Capacity Building (6) Awareness Raising. Staff and partner organizations fully comprehend and function in one or more of these areas.

Awareness-Raising

Although numerically IO 6, awareness raising is one of the **first** activities of the project, and lays the foundation for success of subsequent components. WEKEZA working through the Foundation for Civil Society, supported local community-based, civil society groups to do sensitization about child labor. Some of the groups needed initial training themselves to fully grasp the concepts attached to reducing child labor.

The project unambiguously created greater awareness and understanding of the target populations of beneficiaries, families and villagers, as well as government and the general population. The sensitization went beyond the target populations, because television and radio messages and billboards in prominent places in Tanga and Kigoma touched the larger urban populations. WEKEZA partners held public events, drama, drawing and sports competitions, distributed flyers, booklets, posters, and photographs throughout the regions. Child rights clubs were formed to study and demonstrate around child labor issues, including World Day Against Child Labor (WDACL) held annually on June 12.²¹ A major triumph for the project was a series of television programs and appearances by Joyce Kiria, Tanzanian celebrity and host of Wanawake Live, did on child labor, especially domestic servitude.

Community conversations and dialogues were highly successful. Murals and small placards with messages against child labor were posted strategically around schoolyards.

²⁰ The staff used a [free and open source cross-platform web server solution stack](#) package called XAMP for Windows, useful in creating the database used by WEKEZA.

²¹ Partner KIWOHEDE and Tanzania Broadcasting Corporation (TBC) aired daily noontime radio broadcasts on the effects of child labor, the importance of education to children, and WEKEZA project activities for one week prior to the June 12 World Day Against Child Labor (WDACL) celebrations throughout the region.

During the course of the evaluation, interviews with audiences reflected changes in attitudes and practices. The changes were due to their new knowledge that had been presented respectfully and appropriately by WEKEZA.

Critical to the success was that listeners and recipients of anti-child labor awareness-raising were presented with facts: rational explanations of the effects of child labor, how it affects the child, families, communities.

Using a community conversation methodology, whereby community members and facilitators enter into dialogues around the theme of child labor, parents receive information and are invited to discuss issues in a non-threatening atmosphere. Participants reiterated that they understood “the *effects of child labor*.” This marks a deepening of the awareness raising messages against child labor, because it does not simply say “no to child labor,” but explores and identifies the consequences to families and to communities of continuing to allow children to be engaged in CL, rather than attending school.

The extensiveness of these sessions was evident in the village of Mkwakwani, in Muheza district, as interviewed parents explained in their own words a situational analysis in which their particular village had become a well-known source for domestic servants.

- One father explained that increased population coupled with rural exodus created a need for domestic servants in nearby cities and towns. “People go to the big towns and cities, and suddenly need someone to care for their children, clean house, wash clothes, and cook meals.”
- A mother added, “Since we are perceived as poor, the employers take advantage of us and our children and recruit them to work as house girls and houseboys.”
- The Village Executive Officer continued, “Cars would routinely come to their village and simply park, waiting for potential house servants to come forward, ready to take a job. They don’t come any more because they know their source has dried up.”
- The recruitment practice as such has been completely eliminated, according to the representatives of the Village Child Labor Committee, who act as vigilant observers.

Findings

There is unambiguous evidence that awareness-raising activities took place implemented by WEKEZA partners and sub-partners (CSOs) in collaboration with educators, social workers, employers, government, and local community members. There is ample evidence gleaned from interviews with stakeholders that the outputs were transforming to the community. Not only communities, but also key stakeholders, have changed their attitudes towards child labor.

Education: Schools Offer Welcoming Environment -- Support To Educators

Access to education is central to WEKEZA’s *theory of change* and its results-oriented strategy to create a welcoming environment for pupils, dropouts, and parents as a means to thwart child labor. From the outset, the community was involved in identifying those who would benefit

from project offerings. As noted, 9,152 children previously eclipsed from regular access to primary or secondary school because of poverty now attends public schools consistently.

Teachers exhibit greater confidence and knowledge in teaching, classroom management, and subject matter. Parents and teachers report that they communicate now, as they had never done before, which qualitatively improves school-community relations.

Formal primary and secondary

The project focused on 103 public schools in the two regions. After conducting home visits, WEKEZA staff, partners and local stakeholders identified and enrolled child beneficiaries, aged 5-14 years, who were either engaged in child labor or at risk of entering exploitative work. The project provided the pupils with uniforms, school bags, math sets, pencils and pens, and other essential supplies. At the beginning of the project, some secondary schools required student fees, which WEKEZA paid. Secondary schools no longer demand fees. Children who were marginally prepared to go to school were enrolled in an accelerated learning program called Complimentary Basic Education in Tanzania, or COBET.

Table 4: WEKEZA Beneficiaries in Formal Education

Beneficiaries	Educational Program	Target	Actual	Target Totals	Actual Totals
Children 5-14	Primary	4,500	4,942	8,000	9,152
	Secondary	2,000	2,183		
	COBET	1,500	2,027		

WEKEZA schools report noticeably higher attendance of pupils, and better overall performance by children than before the project inputs. The project calculates attendance at its participating secondary schools at 92.12% over the last reporting period. Attendance has become a major issue for government educators, as the President and the Ministry of Education, Science, Technology and Vocational Training (MoESTVT) have pushed District Commissioners to look into schools with low attendance and hold teachers accountable. WEKEZA teachers report few truancy problems due mostly to the broad array of project activities, which act as a magnet for children.

Academic performance is measured through a series of examinations in Tanzania.²² Although all exam results were not yet in, education officers and head teachers in WEKEZA target schools were confident that their students would do better because of previous improved exam results and routine performance and tests. For example, in Kagera-Nkanda, in Kasulu district the school head teacher said that out of forty competing primary schools, Kagera-Nkanda is now ranked at number 6. Before, it was 27th. When the head teacher of Jambe Primary School in Tanga arrived in 2014, the attendance record was very low. After the WEKEZA interventions of upgraded teacher training, teachers paid more attention to individual children, so absenteeism dropped. In 2015, the school had a passing average of higher than 98%. Another school in Muheza district had climbed from its rank of 36 out of 39 schools in the district to 15th. In Uvinza, a WEKEZA beneficiary was first in his class in his secondary school.



COBET

Those children returning to school after extended periods away are enrolled in the Complimentary Basic Education in Tanzania, or COBET. The program offers an accelerated learning curriculum to bring children up to speed so that they may be re-integrated into classes of their peers. Started in 1997, and somewhat mainstreamed nationwide, COBET faltered when funding for the program's teachers was reduced, if not totally eliminated, from the district education budgets starting around 2009. WEKEZA launched COBET in its target schools, with measurable success, using volunteer teachers, who received some training.

Some schools demonstrate high success rates where children who were in COBET are now at the head of their class. In Kasulu District, the head master of Mvinza Primary School proudly introduced his top ten students, all who had started in COBET as WEKEZA beneficiaries. At another Kigoma region school, more than half of the COBET students who sat for the PSLE passed.

COBET is a program independent of capitation grants, which support primary schools and is generally based on the number of pupils enrolled in the schools. Head masters depend on the Capitation Grant to calculate budgets for daily expenses and maintaining facilities, among other

²² Exams include: (1) Primary School Leaving Examination (PSLE), identifies eligible form one entrants for government selection. All passing students receive certificates. (2) Advanced Certificate of Secondary Education Examination (ACSEE) is offered to candidates who have completed 2 years of secondary education with 3 credits at CSEE level, administered in the first week of May (3) Form Two Secondary Education Examination (4) [Certificate of Secondary Education Examination \(CSEE\)](#) is an achievement test offered to candidates who have completed 4 years of secondary education, given first week of November (5) Advanced Certificate of Secondary Education Examination (ACSEE) is offered to candidates who have completed two years of secondary education (advanced level) and have had 3 credits at CSEE level, administered in May.

expenses. The COBET program needs more than well-meaning volunteer teachers to flourish. The program requires a specific methodology (which WEKEZA provided to participating teachers), and the teachers should be paid for their expertise. In WEKEZA project areas, District Education Officers as well as District Executive Directors praised the program, and confirmed their commitment to advocating for payment to COBET teachers, and incorporating COBET costs into the capitation budgets. Despite such promises, three teachers agreed when their head teacher stated, “if WEKEZA phases out, COBET will phase out as well,” if the education ministry does not pay these specialized teachers.

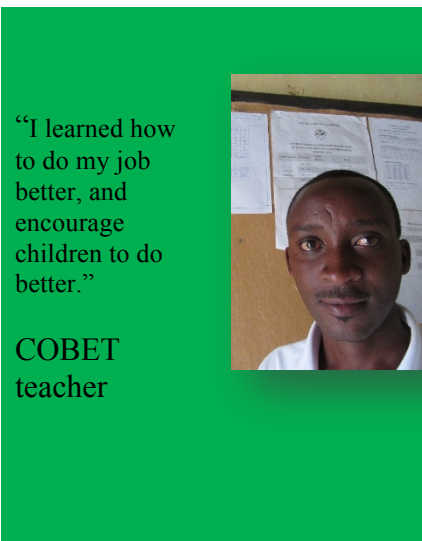
Teacher Training

The cornerstone of the education-strengthening component is the support given to educators. The project offered teachers from target site schools training in advanced pedagogical methodologies, including “Learner-Centered,” “Participatory Methodology,” Assessment and Remedial Education Strategy (ASER), the Teachers Code of Conduct and the “Healing Classroom Model.” Some teachers received training in subject matter English, Math and Science.

Recognizing that withdrawing child laborers, recruiting out-of-school pupils, and the GOT policy of free education for primary and secondary schools would result in burgeoning classroom populations, trainers focused on managing classrooms through creative structures, eliminating traditional discipline techniques, and encouraging student leadership. As teachers learned how to resolve problems and use “*productive punishment*,” corporal punishment was effectively abolished. One school even had a stick burning to destroy sticks previously used for beating children. Also taught, or reviewed, were professional standards; daily lesson planning and writing lesson plans; designing, practice, evaluating teaching aids; and time management.

The training sessions:

- Reinforced the self-worth of teachers while training them to build self-esteem in pupils.
- Inspired and motivated them with new teaching tools.
- Specifically counseled how to deal with traumatized and vulnerable children.



Participating teachers were particularly grateful for instruction in understanding and resolving conflict and how to interact with parents. More than once, teachers commented on the success of their first ever interaction with parents in the homes of pupils, and its positive residual effects.

A school director interviewed during the final evaluation attributed the “Healing Classroom” methodology with moving its attendance statistics from 60% to 95%. A secondary school teacher was proud of his school’s most recent month of 99% attendance, stating, “Before, we thought

truants were simply children idly lying about, but now we understand that at least half of them were actively engaged in working at orange plantations or herding.” Teachers now feel empowered and accepted when checking in with parents if a child is absent or exhibiting problems because they understand the economic concerns of the parents and share the same interests in the well-being of the child.

Similarly, once-isolated, and even intimidated, parents now serve with teachers, local government representatives and other community members on village child labor committees (VCLC), School boards, and other community groups. In the villages visited during the course of the evaluation, there is a qualitative improvement in community relationships.

Support to Schools

WEKEZA provided **103** schools with teaching aids, charts, maps and textbooks, all of which are visibly utilized. For the most part, these materials hang on walls or are in everyday use. Chalk and chalkboards were supplied, as were soccer balls, nets, goal posts and other sports equipment. Drums were also provided. Children are even allowed to take textbooks home with them in at least one school visited during the evaluation. The project supplied **1,970** desks and benches to some participating schools.

Each WEKEZA school had a large, attractive brightly colored mural painted on an entire wall. The murals had slogans discouraging child labor or child abuse. Similar signs with slogans were posted on trees at every WEKEZA school. While this was referred to as “Talking Compounds” by the project, the actual concept of talking compounds as used in other countries is much more expansive. Such programs usually have many signs or murals painted on walls, either with country maps, illustrative charts, as well as slogans against child labor. Some schools enlist child club members to construct, paint signs and plant them in the ground. The WEKEZA signs were innovative to the teachers, and to those attending the schools, so the purpose was met. However, if the project had been able to spend more time on this activity, the school compounds would have been much more engaging to pupils. At several schools, teachers embraced the talking compounds and made improvements to the school grounds voluntarily. One teacher created an elaborate in-ground fence using used water bottles filled with dirt, and graduating students at another school painted rocks white.

School Infrastructure Inputs

Under IO 1.2.2, “Safety and health of learning environment improved,” the CMEP calls for support to school infrastructure through a series of practical, low-impact activities. Target schools were to be assessed jointly according to school safety, health and infrastructure per Basic Required Minimum Standards. Further, in building capacity of local school boards and committees, school inspections and school inspection plans were to be done with District Education Officers (DEOs), school inspectors, head masters. Although school repairs and latrine

construction did not figure in WEKEZA's original budget, such changes were added after urging by the interim evaluation and visiting USDOL representatives, according to informants.²³

The project renovated twenty-six schools in the two regions (6 in Tanga and 20 in Kigoma). At the time of the final evaluation, ten more schools were being renovated and eight latrines were being constructed in Kigoma. The schools visited by the evaluator provide safe learning spaces. The initial assessment process, which included the education collaborative (District Education Officers (DEOs), school inspectors, head masters, school boards, and school committees) successfully built ownership among local stakeholders. All WEKEZA schools were visited by DEOs and inspected by school inspectors. This cannot be expected in non-project schools.

After the process of *assessing infrastructural needs* at schools, the implementation of addressing the needs differed from one project region to another and consequently, the quality of inputs varied across regions. In Tanga, when funds were made available for repairs in the project budget, qualified workmen, who brought all necessary supplies and equipment to the job site, did the work. In Kigoma, the process was followed differently. As a school director explained it, the project delivered 48 bags of cement and the parents and local carpenters did the work.²⁴ Unfortunately, the work was not well done. Walls that had been plastered and floors that had been cemented over within the year showed obvious wear due to poor workmanship according to school directors.

As an example, the same model of a latrine constructed in Tanga region -- clean, safe, expertly built, with porcelain toilets and a septic system -- was incomplete and seriously flawed at a school in Kigoma region. In Bangwe, Kigoma, a promised latrine especially for girls is nothing but a hole dug by parents, although it is scheduled to be finished by the end of the project. A repaired roof in another school, while functional, was called "too low" by teachers.

All of the school repairs and renovations implemented in the context of the project resulted in safer environments for pupils. Upgraded schoolyards and soccer fields made them more welcoming. At this late date, the procedure is incontrovertible and all planned school renovations will be completed by the end of the project. WEKEZA schools are safer overall, despite cracks in the floors. The school directors generally were so appreciative of receiving any help and

²³ See, Comprehensive Monitoring and Evaluation Plan (CMEP), safe, healthy learning environment. See also, USDOL Funding Opportunity Announcement SGA 12-15, page 8; "Applicants must support the provision of healthy learning environments for children and take steps to ensure that goods, services, schools (including classrooms, training facilities, restroom facilities, latrines, and wells), and other learning environments provided by, used by or sponsored by the project (the Applicant, its subgrantees and/or subcontractors) are safe and do not pose a threat to the mental or physical well-being of project beneficiaries." Also on page 8, it states, "As part of a strategy to provide educational services, Applicants must: Develop a plan to inspect schools and other learning environments that the Applicant proposes to use either for direct service delivery or for referral to meet the needs of children and their households. Improvements to school infrastructure may include construction of latrines and digging of wells in consultation with local communities. Funding for construction must not exceed 10 percent of the project budget without prior USDOL approval. Applicants unable to adhere to this threshold given the state of school conditions must either (1) consider proposing alternative sites for the delivery of project services, or (2) propose an alternate level of funding for construction, including a justification for the proposed amount in the budget narrative of the cost proposal."

²⁴ 50 Kgs. each bag.

upgrades, that such cracks are overlooked. The Kwamzindawa School in Korogwe District, which received WEKEZA infrastructural support in addition to teacher training, was a proud awardee of the “Uhuru Torch” because of the physical upgrades.²⁵

The necessary physical infrastructures will continue to pose challenges to head teachers and communities. The needs exceed the resources of a project funded by USDOL, which is neither a bilateral aid agency in the same sense as the US Agency for Development (USAID), with a larger budget uniquely for international projects, nor an institutionalized NGO capable of settling into a community for a decade or more, as some, such as World Vision, have done. Simply, what USDOL was able to provide was useful, but insufficient, in the scale of the need.

Same latrine design with different outcomes because the two regions followed the school infrastructure procedures differently



School-based Institutions Fighting Child Labor

WEKEZA established or reinforced School Boards (SB) and School Committees (SC) at participating schools. Members received training, and constitutions have been created to identify such things as roles and terms of office. Child Clubs were also started at the schools. At some schools, these clubs were only for beneficiaries, while at other schools, the clubs are open to all children wishing to fight child labor. These institutions have written constitutions and procedures. They are important in building and sustaining ownership by all parties – educators, local leaders, parents, and students.

Nearly every village visited for the final evaluation had examples of fledgling institutional community-based support which promise sustainability, including school feeding programs, desk manufacturing, small infrastructure projects and other in-kind projects.

Findings

The evaluation found that because of the complementarity of WEKEZA educational enhancements, there is clear evidence of easily recognizable achievements. First and foremost,

²⁵ UHURU means freedom in Swahili. Every year, the kerosene torch is carried around the country, stopping at villages to honor new projects and initiatives. First lit atop Mount Kilimanjaro by a Tanzania on its first Independence Day, 1961, it is a national symbol, which signifies Truth, light, and independence. Each year the race carries a different slogan depending on the national development priorities.

WEKEZA schools report noticeably higher attendance of pupils, and better overall performance by children than before the project inputs. Progress includes:

- Better qualified and motivated teachers enjoying their profession
- Repaired, renovated, and constructed classrooms and latrines
- Welcoming school yards and fun activities such as clubs, sports
- Elimination of corporeal punishment
- New and strengthened relationships established between parent-teacher, teacher-child, parents-local government, and parent-child

Livelihoods

The livelihood component, described as “IO 2 Incomes in Target HH Increased” in the project design, got off to a slow start mostly for legitimate reasons. The project waited on baseline data to identify potential beneficiaries, necessary permission for land use for demonstration plots, local agreements of understanding from chiefs and local authorities, self-selection into groups, formation of groups, and, finally, orientation and training. Working as they were with a population unused to support and mostly illiterate, project implementers were adamant about following a systematic sequence, which is essential to building the foundation among beneficiaries.

Originally, the project targeted 3,360 households, but through the door-to-door assessments, another 2,223 were added. Of the 5,383 benefitting households, 2,321 are female and 3,062 are male. The project formed 163 commercial producer groups.

For WEKEZA, a central impetus in keeping children out of child labor was the strengthening of family incomes. Of the more than one hundred individual heads of households who were interviewed in focus groups during the evaluation, nearly everyone had faced serious, life-threatening poverty. The evaluation found that the following key interventions by WEKEZA were important steps towards resolving problems associated with insufficient household income:

- Households were introduced to new earning activities
- Producer groups organized and trained
- Increase in quality and diversity_of products
- Improved production techniques
- Business skills/entrepreneurial training

Improved Techniques and New Ventures

Adults received business skills training and, in some cases, learned upgraded agricultural techniques so that their improved products are more marketable. Others received entrepreneurial

guidance for income generating activities including, among other initiatives, beekeeping, charcoal selling, soap making, food processing and packaging, and embroidering bed sheets.²⁶

For farmers and herders, WEKEZA provided some basic inputs such as seeds, fertilizers, pumps, watering cans, and tools. The District Agriculture office provided training in advanced farming methods and better quality varieties of maize (corn), tomatoes, cabbages, and cassava which resulted in immediate higher yields and better harvests, according to farmers interviewed for the final evaluation.²⁷ The new methodologies included soil preparation, anti-erosion procedures, and better timing of planting, weeding and harvesting. While there were instantaneous results, government agriculturists caution that these previously deficient farmers will need three to four years of careful accompaniment by extension services to ensure sustainability. To diversify, some beneficiaries began fish farming by constructing small dams with the guidance of WEKEZA and government experts.

Livestock Officers (sometimes Maasai themselves) tread lightly when introducing innovations to traditional Maasai herdsmen because the cattle form such a strong part of the overall culture. Generally, Maasai keep large herds, thus requiring children to stay home as herders. After the WEKEZA awareness raising campaign, the participating pastoralists began doing the herding themselves or hired adults. Children withdrawn from the child labor began attending in schools more regularly, although many still herd after school. Meanwhile, some Maasai reduced their herds in order to build savings and provide for their families. In so doing, they received training to produce high quality leather goods with the hides of slaughtered animals. Recognizing that cattle raising is an integral part of the ethnic group's cultural identity, livestock experts from the government claim that the changes in practices, attitudes and behavior require a lot of intensive support, which will likely not be available after WEKEZA ends.

Young women, WEKEZA beneficiaries turned entrepreneurs, have learned skills in bar soap making and were provided with workspace at the Small Industries Development Organization (SIDO) Incubation Centre on the outskirts of Kigoma Ujiji. The soap is marketed as far away as Dar es Salaam and, they are told, is especially in demand because it is made with palm oil. Once families were enrolled in livelihood activities, they were trained in market-driven agricultural and non-agricultural income generating activities. Soon after, they became semi-established into commercial producer groups (CPGs) or began functioning as entrepreneurs.

²⁶ The GoT announced that in 2017, charcoal production and selling will be prohibited, in favor of biogas, according to WEKEZA staff. Project beneficiaries involved in the trade are simply vendors and have plans to sell something other than charcoal, if the ban goes through. For the time being, charcoal is said to be the main cooking fuel for 95% of residents of Tanzania's cities, putting a huge strain on the country's forests. The government tried to ban the trade in 2006. Prices spiked, bolstering the illegal trade rather than curbing it, and the ban was abandoned after 2 weeks. Charcoal plots have been introduced, and new techniques for preserving trees whilst still making charcoal. ²⁶ Informants cited the same figures as those reported in the Interim Evaluation: an average increase of 50-60% (from 3 to 5 sacks of cassava).

²⁷ Informants cited the same figures as those reported in the Interim Evaluation: an average increase of 50-60% (from 3 to 5 sacks of cassava).

Table 5: Livelihoods Distribution

Activity	Female	Male	Target Households	Actual
(Agricultural) Commercial Producer groups	1,266	1,671	2,400	5,337
Income generating activities (Entrepreneurs)	1,055	1,391	960	3,406
Totals	2,321	3,062	3,360	8,743

Village Community Banks (VICOBA)

As participants began to realize income, they were enrolled in Village Community Banks (VICOBA) established with WEKEZA guidance. VICOBA represents an important step to stabilizing strengthened household incomes. Members buy shares in the group. When they have put in an agreed amount they can qualify for a loan to start a small business or meet a sudden cash need. The interest paid as the loan is returned is shared among all members. The VICOBA interviewed in the course of the final evaluation all had a special interest-free fund for emergencies related to children. The project furnished the start-up kits (cash box with three locks, passbooks). The groups have constitutions, elected officers with careful separation of duties, such as record keeping, money-counting, and running meetings. The structure offers security and stability to their previously uncertain lifestyles.



Although the evaluator did not witness the process as it unfolded, it is possible from the responses by focus group members to understand why and how this component succeeded. WEKEZA project staff (Livelihood Technical Specialist and managers) and the well-trained, mostly reliable, local *facilitators*, called Community Based Trainers (CBTs) guided the enrolled families in a respectful, but highly supervised way, ensuring that the training and organization of the groups was systematic and thorough. There is some

evidence that this measured approach encouraged participants to *not* hope for too much, nor build a culture of dependence on the external donor, while still inspiring them to realize their own potential.

Slow to catch on at first, the project has created 163 functioning VICOBA. Saving some of their earnings was mandatory for WEKEZA participants, but not all beneficiary families immediately participated in the VICOBA for reasons ranging from religious- or self-imposed prohibitions, an abundance of caution, and confusion. At the time of the final evaluation, participation was nearly one hundred per cent. Loan repayment is good, according to data

furnished by the project. The evaluation found that repayment was 85%, with the remainder still within the time limit. Membership is based upon their enrollment, as beneficiary families under WEKEZA, so many of them were strangers despite living in close proximity to one another. They report satisfaction working with one another, and appreciate having a role in their communities. “It unites us,” said a member. VICOBAs often had inspiring names like Imani (Faith), Energy, Let’s Liberate Ourselves, or Upendo (Love). Among some VICOBAs there is talk of the next step: build relationships with banks, among them the Tanzania Postal Bank (TPB), to eventually approach for larger loans.

While there are many success stories, it is impossible to ignore concerns that accompany the WEKEZA livelihood activities of CPGs, IGAs, micro franchise and VICOBAs. These concerns are summarized in the following table.

Table 6: Concerns about Village Community Banks (VICOBA)

POSSIBLE PROBLEMS	SOME SOLUTIONS
Late repayments or loan default (due to, e.g., sickness, poor performance of business, using loan to invest in inappropriate venture or purchase); Mistrust, Fund Mismanagement or misuse of savings by individual members; Uncommitted members	Governance, managing the savings fund, granting credit, and membership are in VICOBA constitution Structured, regular meetings offer opportunity to discuss Standardization of VICOBAs through the Finance Ministry is taking place; other ministries give on-going advice to local savings and loans groups
Members run away or migrate to other areas due to the burden of loans Beneficiaries are vulnerable, may lack skills to cope with and recover from stress	VICOBA meetings are dynamic gatherings, which adhere to clearly stated tenets related to use of savings and repayment. Meeting structure fosters open communication about individuals’ savings style
Lack of leadership skills may cause uneven internal relationships	Some VICOBA leadership received intensive training to cope with expected problems and group dynamics Regular orientation and refresher courses should be planned
<i>Oversaturation, scarcity, or fluctuating markets.</i> Beekeeping, soap making and honey production are popular livelihood ventures for development programs nationwide so there is a concern.	Diversification of products; Market-led agricultural and income generating activities; Project linked producers to buyers; Improved production techniques mean greater volume and quality of marketable products Project linked farmers with GOT Agricultural services
Not all CBTs or other actors in the VICOBA leadership are competent, which explains why some communities flourished while others did the minimum. CBTs are unpaid; random reports of CBT/VEO disagreements, possible hierarchical issues	Most CBTs are competent and motivated to volunteer without compensation. According to interviewees, the voluntary model enhances the success. The less competent may self-select out, or be nudged out by VICOBA leadership (and local village authority)
Sustainability of the actual group may be precarious ²⁸	VICOBAs are independent of the initial supporting structure. If the training has been good, and in the case of WEKEZA, it appears to have been comprehensive, the group owns the VICOBA and will survive.

²⁸ According to several [unverified] reports, 94% of CARE village savings and loan groups in Africa survive as independent entities after 1 year’s decreasingly intensive supervision, and more than 90% of the groups started in 1991 in Niger continued to operate in 2015.

POSSIBLE PROBLEMS	SOME SOLUTIONS
	<p>Local facilitators (CBTs) and Village Executive Officers (VEOs) are present to guide the fledgling VICOPA, assuming honesty and transparency continue.</p> <p>Local CSOs are trained and motivated</p> <p>District offers resources, but VICOPA would need to know when to access help.</p>

Findings

The evaluator met with a representative sample of members of commercial producer groups, income generating beneficiaries, and VICOPAs. Each member interviewed had a personal story of overcoming poverty and hardship. Typically, individuals had a shock – often the loss of a breadwinner or relative, adding additional dependents, which contributed to a downward spiral. Others reported never getting a proper footing as an adult simply because he or she lacked education, land or capital. With newly acquired skills or training in improved methods, plus the project’s contribution of an added product, tool, or supply -- as simple as one cock and two hens -- the informants began to earn money. One woman, guardian to a deceased relative’s older children in addition to her own, reported using her new income to repair her roof. The youth are receiving vocational skills at a Vocational Education and Training Authority Training site (VETA), and she can send her own children to primary school.

There is ample evidence that incomes in all participating households have increased, and with savings, their lives are greatly improved. The social aspect of belonging to a structured and stable group should not be underestimated. According to the WEKEZA livelihood expert, livelihood activities by definition require a long period of time to be sufficiently launched, aptly accepted, and thoroughly established to be able to demonstrate real success. The higher yields for farmers are impressive, but only represent one or two harvests. Income is coming in, but large portions of the beneficiaries remain economically fragile.

The agriculture, livestock and beekeeping officers cited the family approach, i.e. providing the entire family options for strengthening their households, as integral to the success in keeping children out of child labor and in formal or vocational education. Overall, the final evaluation found that due to WEKEZA livelihood inputs, families reported that they were stronger than they had been with the following results:

- Increased income

From Bees to Butterflies

In Mkwakwani, a poultry raising and beekeeping commercial producer group was approached by UNESCO to raise butterflies as part of its Green Economy in Biosphere Reserve project. The aim is to protect the East Usambara Biosphere Reserve (EUBR), by encouraging sustainable development and a “green economy” through livelihood diversification of the population.¹

UNESCO focusses on 5 “green” businesses: spice farming, beekeeping, mushroom farming, fish farming and butterfly farming. Green businesses do not tax the land and climate as heavily traditional endeavors might. The UNESCO project required organizing groups to raise butterflies, which proved unnecessary since the WEKEZA group was established and capable of raising butterflies with some training and minor inputs.

While much about the project was unclear to the producers, they were pleased to diversify and to increase their revenue through the butterfly sales. The butterflies are raised to be sold elsewhere in the world. Butterfly centers in Germany and Mexico were mentioned to the evaluator.

- Expanded purchasing power
- More integration in surrounding market economy
- Greater understanding about family economy
- Transformed attitudes about the role of the child in families

The technical experts who assisted the project and WEKEZA staff livelihood specialists all concurred that two or three years of accompaniment by WEKEZA-like advisors and input (not necessarily funds) is needed to ensure a solid establishment of the commercial producer groups and entrepreneurial activities. While the government technicians are capable of providing it, they are responsible for a larger population and have fewer resources with which to work, and their time is compromised.

Youth Employment

The Youth Employment sector identified as “IO 3: Employment among target youth [aged] 15-24 increased” in the project documents, profited from the expertise of the project Youth Employment Specialist, who had several decades of experience working with Street Kids International (SKI). Using the SKI proven training model, WEKEZA provided skills training to children withdrawn from child labor or those at risk from entering exploitative work.²⁹

With support from WEKEZA staff and CSOs, WEKEZA beneficiaries were channeled into an assortment of technical skills training programs, ranging from vocational institutes, including Vocational Education and Training Agency (VETA) facilities, VETA-certified vocational schools, to local apprenticeship opportunities with trainers. Children aged 15-17 were eligible for vocational training (VocEd) or apprenticeships, while young adults (18-24) were placed in apprenticeships or linked to micro-franchises or micro-enterprises. A micro-franchise (MF) is a business model, which begins with a small capital input (in this case, from WEKEZA) to an individual micro-franchisee, who links with businesses interested in expanding markets. A micro-enterprise is a business, which operates on a very small scale, typically (though not always) with a sole proprietor, and few, if any, employees.

With few exceptions, youth chose the types of vocational training that they wished to pursue. To help focus entrepreneurs, the project compiled lists of potentially profitable trade and small-scale production opportunities such as soap making, bedcover embroidery, and beekeeping, according to market demand in the target districts. Youth attending the Vocational education skills training centers were given one-week rotation to assess their aptitude for the different vocational offerings. One young man from Kagera, in the 15-17-age bracket, opted for and completed vocational training as a driver, although there are no cars in his village where he met the evaluator. “When someone comes to the village with a car, I can drive,” he said. Village members surrounding him in the interview stated that the training had already proved to generate

²⁹ Participating CSOs were trained to be trainers of the SKI package, which was adapted from the Street Kids International Business Toolkit and introduces market research, capital and operating costs, budgeting, customer service, and business plan development along with life skills modules on goal setting, self-confidence, decision-making, and problem-solving.

some income, although agreed that it will take some time for him to make money with this particular skill. He would likely link up with another WEKEZA-initiated activity in the meantime, such as a commercial producer group.

Table 7: Bounty of Youth Employment Offerings

SAMPLE MICRO-ENTERPRISES	
Kiosks and Local Cafes	Palm Oil Extraction
Beekeeping, Goat and poultry	Barbering and Hair Salons
Making and Selling Embroidered Bed Sheets	Soap Making
Vending Fruits, Fish, Vegetables, Charcoal	Skins/Hides Processing
Food Kiosks, Local Cafes	Making and Selling Leather Shoes and Purses
SAMPLE MICRO-FRANCHISES	
Bread, Pasteurized Milk Dairy Products, Solar Lamps, Phone Chargers	
VOCATIONAL TRAINING OFFERINGS	
Baking and Restaurant, Carpentry, Welding	Auto/Motorcycle
Masonry, Painting Brick/Block making,	Driving, Tourism
Hair dressing	Electricity and Plumbing
Tailoring, embroidery, sewing, Batik	Agriculture, Horticulture and livestock

All WEKEZA youth beneficiaries first completed a five-day business development skills (BDS) class adapted from SKI. After pursuing the BDS course, participating youth were offered numerous and diverse programs including: sewing machines for tailors, masonry and carpentry tools for construction trades. After their training, those WEKEZA beneficiaries destined to be involved in micro-franchise youth received a small, but significant capital (100,000-150,000 Tsh., around USD \$60). The project took measures to ensure that youth take this opportunity seriously: beneficiary youth were required to sign a pledge to finish their program in front of the Village Executive Officer who countersigned the agreement.

Table 8: Youth Employment Distribution

Program	Female	Male	Target	Actual
Vocational Training (Formal, VETA and VETA-certified)	1,071	1,575	3,500	2,646
Vocational Training (Master trainers, Apprenticeships)	746	551		1,297
Micro-franchise	126	199	700	325
Micro Enterprise	194	319		513
Total	2,137	2,645		4,781

Service Providers

The project identified trainers available to provide locally based skills training in areas such as barbering and tailoring. The advantage of local service providers is that children do not have to pay for lodging but can stay at home. The classes are small, and intimate so that instructors can pay close attention to each student. Service providers also sometimes (though not always) impart

social skills in the course of the programs, such as manner, hygiene, and punctuality. Among the service providers interviewed in the course of the evaluation, the majority was not only skilled, but also sensitive to their students, and their personal and professional demeanor impressed their trainees.

In Kigoma, a trio of service providers has produced nearly 50 new tailors. The students, mostly girls, had been paid house servants or vendors. The trainers had received cursory orientation from WEKEZA, mostly focused on the laws and effects of child labor. The youth employment specialist regularly visited them. They appreciated their experiences, because they earned money as trainers, and hope to expand their business into a school. The trainees were respectful of their teachers, and, according to one young woman trainee, got “more than training in tailoring, but learned things about behavior.” The instructors explained that the trainees learned behavior such as the importance of being polite to one another and to customers. Previous graduates of the class had received start-up kits composed of a sewing machine, measuring tape, scissors and an iron.

In Tanga, the converse was true, with a sullen sewing teacher complained of wanting more from WEKEZA, although her contract did not promise anything beyond what she got. She did not recall any contract or orientation until reminded by a question from the evaluator through the translator. Her attitude was in danger of adversely influencing the students, who believed that they were somehow being short-changed. They were waiting for sewing machines, which will be delivered to the group. Their program lacked clarity for participants and teacher.

Up in the mountain town of Mpale, Tanga region, eager trainees in tailoring waited for start-up kits as well, but understood that the sewing machines were to be for the group as a whole. Providing shared kits to groups might be cost-effective, but not helpful if tailors hoped to start their business in an adjacent town, or move to a city (near a relative), as some informants had revealed.

Start-up Kits

As noted, youth who received vocational training of some sort were given start-up tools to help launch their businesses. For example, beekeepers received beehives, tools, veils, jumpsuits and boots. Beekeeping groups received honey extractors and other start-up supplies such as jars and lids for their first production.

Where the distinction was made that some skills could be done in a group, such as carpentry and tailoring, the project provided small groups of youth one set of tools to share. At the end of the project, sewing machines and carpentry tools were promised to groups, where they had been given to individuals earlier. The explanation for this included budgetary issues and larger unanticipated cohorts of trainees. Although this happened in different places, so no one complained about a disparity of “gifted tools,” the evaluator easily noted the inconsistency. There are benefits to giving supplies and equipment to organized and registered vocational groups. There is less likelihood that the equipment will be sold off, misused, and underutilized.

At the time of the final evaluation, only 483 had received their start-up kits out of 1,688 participating youth trainees. A remaining 1,205 are promised the kits, either as individuals or in groups.

Concerns with the youth employment program

Beekeeping training included theoretical and technical training, but no detailed description of the pollination process, which is a critical aspect of beekeeping. Young entrepreneurs produce honey to sell as a stand-alone product, but pollination services may emerge as a moneymaking element as well. It should be noted that the adult beekeepers and butterfly raisers also received no technical training about the larger purposes and possibilities, or at least they were unable to articulate the purpose of their ecological relationships of the insects to the evaluator.

The micro-franchise option, while a good idea, proved to be too ambitious for the project to do close follow-up because of the autonomy of each small entrepreneur. Three hundred and twenty-five youth signed up for the micro-franchises, which included selling bread, pasteurized milk and milk products, solar lamps, and phone chargers, done through a relationship with a larger business. Most companies have distributorships already in the target towns, so few were able to provide such opportunities. Companies linked with the project were: Tanga Fresh Milk, My Bakery, and Solar Aid Tanzania. As noted in the interim evaluation, there were virtually no potential micro-franchises for rural areas. As a result, little evidence was seen of the micro-franchise program during the final evaluation except through anecdotes and verbal reports from VCLC members. The option is an interesting one, but probably requires a staff member or partner CSOs to focus uniquely on building relationships with companies and capacity among the participating youth.

The types of vocational skills training offered clearly have different strengths and weaknesses, depending on the individual child. Children who have been out of school for long periods were less comfortable in structured centers, but flourished under individual apprenticeships with service providers. Apprenticeships are a major vehicle for providing employment among unschooled youth. The training opportunities available usually offer good future prospects for the trainee, and sometimes a job is waiting at the end of the apprenticeship. It is better to refer to these trainers as service providers over master trainers, because in many instances, while they may be well-meaning, successful entrepreneurs in their villages, they do not produce the highest quality and are not certifiable as master trainers. Vocational training also includes formal apprenticeship that combines on-the-job training with institutional based training.

Findings

The final evaluation found that the WEKEZA-supported vocational training programs for youth are market-relevant and the outcome is that those who have completed their training are earning income. Beneficiaries were not receiving any income before or were involved in hazardous and exploitative child labor receiving insignificant wages. Now, they receive regular income, and have control over the consequences of their efforts. Many have a sense of hope that had not been in their lives before and are in a better economic and social state than before the project.

All twenty-eight youth who were interviewed individually in the context of the final evaluation reported earning incomes that significantly enhance their lives, and the lives of their families.³⁰ Many beneficiaries are contributing to their family support, including helping younger children with school supplies, so that they will not be forced to work. A woman reported that her son had built the family a house using the construction and carpentry skills he gained at the VETA. Others have left their villages, though most seemed to stay in the region. The project tracked monthly income of participating youth and found that over a seven month period, the average income for micro-franchisees was USD \$23.50. For micro-enterprises, it was \$22.30. A beekeepers group of seven had been waiting for their promised extractor to come, but ended up borrowing the equipment from a nearby WEKEZA group so that they could begin bottling and selling honey. They earn about \$10 per liter of honey, and sell it in small jars locally and in larger quantities to a middleman who sells it in nearby towns. Young adults benefitting from WEKEZA reported earning about \$13-15 monthly from their goat and poultry raising businesses.

Out of a target of 3,500 recipients, 1,978 had received market-relevant Business Development Skills (BDS) training and were enrolled in, or had completed, some form of apprenticeship or VocEd by the project's mid-term. By the end of the project, due to focused efforts on the part of the WEKEZA staff and local partners, that number rose to 3,943. The project topped its target for micro-enterprises and micro-franchises from seven hundred older youth to 838. Since these young people, aged 18-24, had been identified as heads of households or caregivers of children who are engaged in or at risk of child labor, the impact of their training can be considered significant.

Overall, the final evaluation found that the experiences of young people who received support from WEKEZA resulted in personal transformation for most, even as they struggle to create meaningful, young adult identities. It is important to consider the youth as still somewhat fragile. Those who have start-up kits are happy and doing well. Parents and community leaders reported that the young people are operating successfully in their skills.

According to the large range of stakeholders interviewed in the course of the final evaluation, the Youth Employment component had a strong, desired impact in the following ways:

- Contributed to stopping rural exodus
- Relieved burdens on their families
- Prepared youth to more efficiently pursue or create employment opportunities by providing Business Development Skills (BDS) and entrepreneurship training
- Had an expanded effect by training heads of households and caregivers of at-risk the children and youth
- Helped youth turn their lives around, especially girls at risk of becoming pregnant, and idle drop-outs who have become involved in fringe criminal activity. The Korogwe District Commissioner went further by citing concerns about terrorist activity as a result of unsettled youth.

³⁰ Others also gave similar testimonies during focus group discussion meetings, but there was not the opportunity to interview them.

- Built hope for Tanzania's future

Interviewed youth who had received training were eager to practice the skills. They reported on how they now help their families and siblings with earned income. Further, according to families, neighbors and village leaders, they are more “dignified,” “confident,” and “well-balanced youth,” ready to participate in their communities.

Social Protection

The social protection component of the project aimed to expand the safety net offered by government to isolated and impoverished families, and especially to children engaged in exploitive child labor. The project successfully withdrew children from actual instances of child labor in the agriculture, tourism, and domestic service sectors, and enrolled them along with children who were identified as at risk, into WEKEZA activities. All beneficiaries – including parents, were then connected with the many government services available, but which are often less known, especially by rural people.

Across the two regions and six districts, Social Welfare Officers, who were also WEKEZA Focal points in their districts, agreed that the project helped them to do their jobs more effectively. One Social Welfare Officer appreciated using the identifying factor of child labor as a means to connect with vulnerable children and impoverished families who might otherwise be isolated and invisible.

Local Child Labor Committee members, teachers, and communities were trained in the referral process and consequently able to link beneficiaries to government services available to them. These included the Community Health Fund (CHF), Most Vulnerable Children (MVC), and the Tanzania Social Action Fund (TASAF). WEKEZA partners helped build community awareness of services. However, the evaluation found that health services are viewed somewhat cynically, either due to previous bad experiences, rumors, traditional practices, or bad press. More positive information needs to be publicized of the value of clinics, medicines and practitioners.³¹

Community Health Fund Support

Certainly the biggest social protection accomplishment for WEKEZA was enrolling 5,066 VICOBA beneficiaries into the in the Community Health Fund (CHF), a program of the Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC).³² The project paid 4,000 Tsh., a portion of the first year enrollment of 10,000 Tsh. for every family.³³

³¹ Tanzania health care delivery system has been marked by reform and provision of more public services, such as vaccinations. During the final evaluation, photographs trended on social media of Tanzania's [President Magufuli](#) visiting his wife's bedside at a state hospital. Previously, he had fired that same hospital's manager in the early days of his presidency after discovering poor conditions there. In general, African leaders are known to seek treatment in private hospitals abroad, so this symbolic act was widely discussed in media.

³² The Ministry of Health, Community Development, Gender, Elderly and Children (MoHCDGEC) is referred to as the Health Ministry or MoHCDGEC in this report.

³³ The total cost of 10,000 per annum equals about USD \$5. Families were required to pay the remaining 6,000 Tsh. equal to about \$8. They could pay in installments, and also had to pay for an identification photo.

Thanks to their involvement in commercial producer groups, income generating activities and VICOBA's, parents are using the health benefits and feel confident that they will pick up the future fee. Without having to pay school fees, coupled with their new, more secure incomes, this is highly likely.

Findings

The final evaluation found that WEKEZA introduced and accompanied beneficiaries through the procedures to receive social protection options. Communities reported that they continued to feel connected to the social protection options available through the government of Tanzania and confirmed:

- Expanded understanding of the importance of health care to a child's well-being among parents and teachers
- Greater knowledge about social programs available to the Tanzanian population in general
- Increased knowledge about specific social programs available for children, the poor, farmers, and the ill and disabled
- Informed about where to go and who to ask for help
- Higher degree of integration and trust established with government at local level as well as district and region

Institutional Capacity and Policy Strengthening

Like the Social Protection objective, IO 5 is less visible in measuring impact, even if there are deliverables associated with it in the CMEP. The project aimed to have Child Labor Issues included in "relevant development/education/anti-poverty and other social policies and programs at the national level;" "data from a Child Labor Monitoring System (CLMS) inform local government authorities in creating by-laws and ordinances;" and an "increased capacity of government actors to collect, analyze and disseminate child labor data," presumably through a CLMS.

WEKEZA accomplished these aims, though not exactly as the deliverables were defined in the CMEP. Project-sponsored awareness activities, consultative meetings, and training workshops did much to strengthen the national governing capacity as it relates to fighting child labor. By-laws and ordinances have been established and are being enforced in WEKEZA target areas and beyond. There is a momentum to collect and analyze practical data on children through the MoHCDGEC Child Protection Information Management System, and, although it does not resemble a traditional Child Labor Monitoring System and may not function through the Labor Ministry, collaboration will likely occur if the PMO/LYED indicates its commitment. The project has participated in these efforts, thus integrating, where possible, child labor as a main point of information.

Advocacy and policy formulation

Nationally, WEKEZA organized and supported meetings of the National Inter-Sectoral Coordinating Committee (NISCC) and pushed for coordination of Line Ministries in reviewing

the National Action Plan in preparation for a new one. At the request of the Prime Minister's Office, Labor, Youth Employment and Persons with Disability, project leadership reviewed the National Action Plan for the elimination of worst forms of child labor (NAP). The project expects the NAP II (2017-2021) will provide a better platform for maintaining the momentum and replicating the good practices in addressing child labor in the country.

Planning and running consultative meetings on child labor issues was an obvious strength of the project leadership, as was providing technical assistance on child labor to ministries as they formulated strategies.

The **Health Ministry** (MoHCDGEC) is rolling out its program for most vulnerable children (MVC), parenting, holistic approaches to health care, and creating a database of the nation's children. WEKEZA leadership advised and provided technical support especially pertaining to child labor to the MoHCDGEC on its national Child Development Policy.³⁴ As noted, the Social Welfare Officers who have served as the Project Focal Persons at district level are part of that ministry, which encompasses Health, Community Development, Gender, Elderly and Children. WEKEZA worked with the **Ministry of Education** Task Force to include child labor in the curriculum. The project also worked with the **Ministry of Agriculture, Livestock and Fisheries** to recognize child labor as a critical part of its strategies. The lead economist at **Ministry of Agriculture, Livestock and Fisheries** showed the final evaluator an email from the Minister seeking input for the development of a plan integrating child labor issues into its long-term planning. These are all exciting opportunities, and the stakeholders are, for the most part, trying to integrate child labor policies in their plans. At the end of the project, all of the line ministries profess a strong interest in curbing, if not eliminating, child labor. The capacity of government professionals has, in their own words, been "strengthened" and "transformed" because of their participation in WEKEZA activities.

Stakeholders in the NISCC and members of the District Child Labor Committees seem poised to mobilize to create policies, but there is little confirming evidence that they will be able to continue the momentum. Regular meetings of the NISCC - and district CLCs – seem to be fluid, rather than fixed. Although they have quarterly meetings, the dates and times are decided around other activities.

High-functioning, qualified and motivated DCLCs

It was at the Local Government and District Government levels where WEKEZA was most effective in capacity building. WEKEZA efforts and support in setting up or reinforcing district level committees to address child labor was labor-intensive, but yielded long term rewards. The evaluator met with most current members and some former members of all the District Child labor Committees.

³⁴ Tanzania does not have a separate Child Labor Policy. Child Labor issues are addressed in the omnibus Child Development Policy, in the process of being renewed by the MoHCDGEC. See, also, s.v. Table 2: Overview of Child Protection/Child Labor Legal Framework in Tanzania, p. 5 this report.

The project organized and trained Child Labor Committees (CLCs) in districts and villages. The committees comprise about 15 members, typically heads of departments, gender desk officer, labor officer, youth development officer and social welfare. At the outset, WEKEZA provided overview training, and kept the momentum going by helping these committees grow stronger in their understanding about the complexities of child labor, child work, employment, family economies, and how WEKEZA's unique theory of change could be implemented in their areas. The project also presented a penetrating and intensive study of Tanzania's legal framework, introducing empowering and useful information, which was new to many of the participants. Finally, the groups learned how to report incidents of child labor and related abuse. The Child Labor Committees at both village and district levels work as a team. Each person brings professional credentials and personal strengths to the table.

Examples of reporting incidents

According to WEKEZA statistics, a total of 4,781 young people and 9,152 young children fit into the category of once-working or at-risk of working. These 13,933 children and youth were enrolled in some program of the project. For the most part, they were identified through the comprehensive canvassing at the beginning of the project. Anecdotes abound of how children have benefitted from the efforts of newly capacitated stakeholders – both in government and from non-government agencies. These individuals have acted to rescue a child, enroll a new pupil, or brought a perpetrator to justice.

During an evaluation interview, one DCLC gave their brief report:

- Three child-headed households identified
- Eleven children withdrawn from herding livestock belonging to an employer.
- Four children withdrawn from herding family-owned livestock
- Following their outreach to the police, some of the employers have appeared in court, with the testimonies of the child workers

In Tanga, the Tanga Paralegal Aid Scheme for Women and Children withdrew three female domestic servants, called “house girls,” from Dar es Salaam, and brought seven children back to school. In Mvinza, in Kasulu District, Kigoma, a local citizen who noticed a young girl wandering alone, alerted the VCLC, who followed up. They interviewed the frightened 12 year-old, who came from a village a good distance from Mvinza. Her destitute mother, who received twelve cows in exchange, had placed her into an arranged marriage with a much older man. Due to the intervention of the VCLC and help from the DCLC, the girl has been separated from the man and the child protection services are trying to arrange for her welfare. The man was arrested and fined for forced marriage, as the girl is underage. The VCLC works with health services as well to raise awareness against forced early marriages. Like so many villages, Mvinza had Child Protection Committee years before but it had become defunct. WEKEZA started the Village Child Labor Committees. The members are confident that it will flourish and continue because they are more knowledgeable and motivated.

In Tanga Town, an enlightened neighbor reported a woman found to have fifty children living in her house. They fanned out through the town daily selling things, and came back with earnings

that she distributed, after taking her cut. Police raided the premises, but follow up was made difficult by the disinclination of children to complain. Finally, she was charged with running an unruly house after she turned state witness to help inform on others who also exploit children. The Police Gender Officer, police and the Tanga Child Labor Committee were very encouraged by the message that it sent: that perpetrators of child abuse and child labor would be under scrutiny.

Legal approaches to reducing Child Labor: By-Laws

By promoting the creation of effective by-laws and district policies on child labor, the project had an influence beyond its initial target. As an example, Tanga district has created child labor by-laws in 28 wards. The by-laws have been very effective. Before they were implemented, it was common for local children to be involved in the orange plantation industry. Specifically, truckers hired local children as young as eight years old to work, mostly in carrying heavy sacks of oranges and loading trucks. The VCLC and local authorities used the by-laws to confront and fine employers, so that local children are no longer hired. However, the youth specialist reports that now the truckers employ children who they recruit from their own or other areas.

Findings

The final evaluation found that the project could take credit for some accomplishments in the government's approaches to fighting child labor. There are other actors in Tanzania, such as UNICEF, NGOs, rights groups, and trade unions, for example, who advocate for policy strengthening and change in the area of child protection, child labor, and youth employment. The project has worked productively in collaboration with them, sometimes taking the lead. The strength of the project in building capacity lay in the work done at regional, district and local levels.³⁵

Capacity building can be manifested in many ways. Through its broad base of technical staff, government focal points, and CSOs, the project was effective in establishing community organizations, building a body of volunteers, and supporting workshops on many topics for many sectors across villages, wards and districts. Among the workshops supported by the project were: *awareness raising, strategic planning, designing by-laws, running VICOBAs, and training of trainers (TOT)*. Educators, School Committees, School Boards, representatives from law enforcement and trade unions, CSOs, and media were among those who were trained.

³⁵ An informational note from the WEKEZA PD, 18 January 2017, explains, "... The project built strong and strategic alliances at national and sub-national levels that enable to capitalize on synergies between sectors and other child labor initiatives to strengthen and expand the existing interventions to eliminate child labor and its worst forms. For instance, WEKEZA established [a] working relationship with a number of social partners, including trade unions such as Trade Union Congress of Tanzania (TUCTA), Conservation, Hotels, Domestic workers Allied Union (CHODAWU), Tanzania Plantation Agricultural Workers Union (TPAWU) and other workers' associations; employers' associations such as the Association of Tanzanian Employers (ATE); other USG-funded initiatives for children such as Pamoja Tiuwalee; ... child labor projects in the tobacco industry ... Plan International and Winrock International (PROSPER project)...during its implementation [the project ...continued to build on these strategic partnerships to enable stakeholders develop common strategies that can be sustained even after the project ends."

3.5. Research

Although the Institute of Development Studies (IDS) is a partner of the project, their role was less defined. IDS, as WEKEZA's research partner, was supposed to conduct research on two issues: a qualitative study on the impact of the pilot project on conditional cash transfers (CCTs) which was implemented by the Tanzania Social Action Fund (TASAF); and a national situational assessment of domestic child labor in Tanzania, which was ultimately done through the ILO Office. The budget was USD \$200,000.

Except for the collection of baseline data, research activities have not been very prominent. This is unfortunate, as good solid information about knowledge, attitudes and practice (KAP) and quantitative research are important in developing programs to improve the quality of life for Tanzania's children.

3.6. Promise Of Sustainability

The WEKEZA project took place in 56 villages in two of the 30 regions across Tanzania. In the simplest of terms, it was a low-cost, high-impact project. Over 27,000 individuals benefitted from direct services and many more participated in the various training workshops and meetings. The public campaigns, signs and billboards, World Day Against Child Labor festivities, radio and television touched tens of thousands, and while the impact of the messages were likely less rooted in the broader nationwide audience, the effect was palpable.

The unique relationship between the economies of impoverished families and the likelihood of their children being in child labor led to the operating theory that improving their livelihoods would improve the status of the child, and provide extra protection to families. The evaluation examined this relationship and assessed the outcomes and impact qualitatively and quantitatively. In addition to specific questions submitted by USDOL, the evaluator probed the opinions of stakeholders as to the future of the project, especially its potential in the long term for sustainability. Interventions where the project undoubtedly had sustaining effects were:

1. **Identification of beneficiaries.** This activity involved teachers and community members who were exposed to the conditions of people in their own communities, and thanks to sensitization by the project, were able to help in a small way. According to their responses in final evaluation interviews, this experience was life-changing as it changed their attitudes towards child labor, and built new enduring community-based relationships.
2. **Direct services to beneficiaries.** The major activities – access to education opportunities, training and small capital inputs for youth and families, and enrollment in VICOBAs and the Community Health Fund – were transformative to beneficiaries. In interviews, participants declared their lives are better than before WEKEZA, and there is evidentiary documentation to prove this for the majority of the beneficiaries. Family incomes have increased, school attendance has stabilized, academic performance has improved, and beneficiary children are no longer involved in exploitative child labor.

3. **Institutionalized ordinances and penalties.** Some beneficiary children continue to work, and their hours and the type of work are noted in project files. The project will cease to record and monitor them after the project ends. Other children take their place when employers find them. However, the by-laws, ordinances, and fines created within the context of WEKEZA activities now exist to penalize and deter them. All six of the WEKEZA target districts developed and passed by-laws prohibiting child labor in their areas. Even as the project winds down, the by-laws will remain as a means to protect children.
4. **Revitalized School Boards and School Committees** in the target areas demonstrate greater integration between parents and schools. Parents are more likely to see ways to help the schools, through donations or in-kind work on collective fields, feeding programs, making furnishings and doing repairs.

The teachers who received training in **pedagogical methods** and “Healing Classrooms” are forever changed, according to their own responses in evaluation interviews. They will continue utilizing the new approaches, as long as they have the support from their head masters, DEOs, and the Ministry of Education, Science, Technology and Vocational Training. Ideally, the methods can be taught to teachers nationwide. Already, issues surrounding truancy and corporal punishment have become part of national education policy, but the depth with which these concepts were explored in the WEKEZA teacher training is the norm. For example, WEKEZA approached truancy as a feature of understanding the effects of child labor. Nationally, the policy is more aptly described as, do whatever can be done to discourage absences. Pupils in schools where WEKEZA offered teacher training will also have enduring benefits because elements of the training promoted building articulate leaders among children, anger management techniques, and of course, awareness about child labor and the value of education.

Awareness around the “effects of child labor” can be considered institutionalized in the project target sites (and some neighboring areas, especially within districts where the project was implemented). The depth of the sensitization activities resulted in the emergence of many eloquent activists against child labor in their communities. Besides the voluntary facilitators in the wards, the mobilized and trained CSOs, District and Village Child Labor Committee members are also *de facto* **behavior change agents**.

The DCLCs are key to the future sustainability of the project. Members collaborate well, as they put aside individual interests to work on a single focus. They intend to keep meeting. They should step forward in advocating for issues, including budgetary items.

Less sure is the **future of national level child labor** efforts. The National Inter-Sectoral Coordinating Committee is institutionalized, but still seems unsettled. With the labor ministry in the Prime Minister’s Office, there might be more energy. The chair will need to keep the momentum going to implement the planned activities and strategies.

WEKEZA organized and led **exit strategy meetings**, which were very effective. DCLCs had devised fairly detailed plans with issues, activities and strategies according to their sectors. For example, MoHCDGEC Social Worker Officers are the Focal Point for the DCLC. They are committed to (a) ensuring that its social workers continue to collaborate, and (b) encouraging

local government authorities to maintain local by-laws, policies and regulations. Other participants in the exit strategy meetings also were well grounded in their next steps and responsibilities once the project ends.

The animated stakeholder meeting (SHM) at the end of the final evaluation field site visits reflected a **shared vision** of what Tanzania can become. Attendance was very good. Attendees were highly engaged in the discussions. In his closing remarks, the IRC Country Director acknowledged and thanked the Labor Commissioner, Assistant Labor Commissioner, and the 2 District Commissioners, who attended not just perfunctorily; they fully participated in the half-day meeting. Their presence was reassuring that government officials are taking an interest in strengthening efforts to eliminating child labor.

IV. MAIN CONCLUSIONS

Despite some difficulties, WEKEZA achieved impressive results. The turmoil and dysfunctionality caused by the project leadership in the beginning could have undermined the whole initiative. As a rule, start-up for new projects can take about six months, and WEKEZA was no exception. The project was launched with a reasonable amount of celebration, staff were hired, offices rented and vehicles and equipment secured. The initial baseline data exercise can also be considered a success, and without it, the fundamental underpinnings attached to the theory of change would have faltered. Although the project was programmed as a four-year activity, the final evaluation found that some progress was slowed due to the human resources disturbances, but once the project got on track, targets were met, and even surpassed. Several elements successfully came together which contributed to the success of WEKEZA.³⁶

4.1. Achieving “Collective Impact”

Among scholars and practitioners, it is being recognized more and more that large-scale social change requires broad cross-sector coordination. WEKEZA started out with a coherent theory of change that *by providing certain [specific] inputs to improve communities and households, child labor will be reduced*. It was enhanced by the multi-sector approach taken in the implementation. With the backbone support of USDOL and the IRC, along with its competent and established partners, the project made progress. Once the technicians and specialists from the various essential sectors joined as members of District and Village Child Labor Committees, the activities had a good chance of succeeding.

After more than ten years of projects concentrated on ending child labor in different sectors, government and the civil society in Tanzania have established institutions, such as the NISCC and World Day Against Child Labor. A small, but critical, mass of people operating in their individual spheres of influence understand the complexities. Those who have worked on previous projects are knowledgeable about tactics that work. WEKEZA brought the best of these groups together as its partners, and through the help of partner Foundation for Civil Society, was able to reach even further afield to include grassroots organizations.

Common Agenda

The theory of change was well articulated. Project stakeholders understood and shared a common understanding of the problem, or gained it through trainings and workshops. The CMEP, developed with WEKEZA partners, laid out the plans, but other stakeholders had the opportunity to join in the dialogues and develop collective solutions, and apply the activities as appropriate to their sectors. Each of the partners brought expertise to the project. Once the DCLCs were formed, more specific technical expertise was integrated.

³⁶ The analytical structure in this section comes from ideas contained in Channeling Change: Making Collective Impact Work, by [Fay Hanleybrown, John Kania, & Mark Kramer](#), in the January 26, 2012 in the newsletter of the Stanford Center on Philanthropy and Civil Society, Stanford University.

The partners started their activities immediately with thoughtful, behavior change-focused awareness raising inputs. The project design recognized that it is important to understand the complexities of what child labor is, why it is practiced, who practices it and how can it be reduced, if not eliminated. Awareness raising activities focused on revealing the “effects of child labor” and on changing behaviors only after attitudes and practices were examined. The project erected Billboards, decorated schoolyards, and even hung posters in restaurants, which vigorously promote messages disapproving child labor, or related forms of child abuse.

Shared Measurements

Baseline information collected by SFTZ was useful in that it exposed project design assumptions that required change around beneficiary identification. Door-to-door home visits by local activists revealed even more about the target communities, and with each new layer, the collective body grew in awareness about the complexities of child labor, and in seeing how the project could effect change.

The project design and CMEP correctly anticipated the needs of the community. Consequently, WEKEZA mostly achieved its requisite deliverables. Some of the work was made more difficult by the obstacles, which emerged due to the problems in the WEKEZA workplace. For example, as some key staff left, new ones who came in did not always receive adequate orientation. From the beginning, there were problems of mistakes were entered into the DBMS database, which took time to clear up. Schedules were imprudently modified or even scratched.

The project laid a solid foundation through its training of a broad spectrum of constituents. The training provided specific information and techniques pertaining to child labor, group dynamics, teaching methodologies, and other relevant tools needed to attain project objectives. The collective body that emerged continued to make progress in withdrawing children, enrolling at-risk children, identifying target families, and placing them into programs that turned their lives around.

Mutually Reinforcing Activities

In every WEKEZA village, there is evidence of change, either through improved school buildings, children wearing uniforms and carrying their school supplies in project-supplied backpacks, or small shops set up with seamstresses or carpentry workshops. The project was responsible for creating diverse enterprise development in the target sites. The range of economic activities included agriculture and livestock raising, beekeeping, handicrafts and hides, solar lamp sales, carpentry and masonry, trades which add value to the whole community, not just the beneficiaries.

Families and youth are better off as a result of WEKEZA. Skills training has led to increased income. WEKEZA beneficiaries are able to earn money now. Parents with an income stream can pay costs associated with school. Children attend school more regularly and are performing better in class. As members of VICOBAs, parents, children and young adults receive health benefits through the Community Health Fund. The education system and the child protective services, through village and district interventions, all mutually reinforced the vision and theme of ending child labor at the village level.

Transparency And Open Communication

The evaluation found that the methodologies introduced by project-trained head masters and teachers enabled them to attract and keep children in schools. Not only are teachers more empowered with the innovative teaching methodologies, but their roles have also been transformed. Communication is improved between parents, teachers, and local government figures with positive results throughout the community. The introduction of by-laws, the product of open dialogue in the communities as a means to combat child labor, has proved successful in mobilizing citizens and discouraging employers from using child labor. The evaluation found that consistent, open communication between the WEKEZA project regional offices, and across the many stakeholders, also helped to build trust, assure mutual objectives, and create common motivation.

WEKEZA was instrumental in repairing and renovating schools, but the project's efforts to strengthen SBs and SCs and involve parents were probably more enduring and will make a difference in the long run. The infrastructure needs of schools in Tanzania are too great for a project on the scale of WEKEZA to have a big impact. WEKEZA's work with MOESTVT and with Regional and District Education Officers may help build national attention to build schools. For the moment, the government is advocating for a full complement of benches and desks in every school. School roofing, latrines and re-plastered walls seem down the road, unless there is increased advocacy.

Overall, the combination and complementarity of activities and participating stakeholders created a systematic approach. The implementation of the activities led to changes in communities and households, which significantly improved the lives of targeted beneficiaries.

At an average cost of about \$500 for each a beneficiary, the project outcomes were significant.³⁷ However, the project was situated in only six districts out of a possible 169 nationwide, and nine wards out of more than seven hundred. The activities, which were launched, have an excellent chance of continuing. Without the project, there will certainly be families who will falter, and schools where the teaching may weaken. Still, it is the conclusion of the evaluator that there are many positive features that will continue over the lifetime of each beneficiary, including indirect beneficiaries. These include introduction to an income stream which enhances the lives of an entire family, the experience of a better lifestyle through upgraded farming techniques and entrepreneurial skills, and especially for the children and youth who are able to continue in welcoming, higher quality schools.

Backbone Support

When a separate organization (or organizations) with staff and a specific set of skills serves as the backbone for the entire initiative and coordinates participating organizations and agencies,

³⁷ This figure is derived from a simple calculation of the cost of the project divided by number of beneficiaries: 13,933 children and youth + 5,383 households (at least one previously non-counted individual, usually a parent) = 19,316. Total project cost divided by this figure equals \$517. While rudimentary, and recognizing inherent variables, the calculation nonetheless gives a sense of cost per individual.

there is good potential for collective impact. USDOL, as the main initiator of the action, and IRC, with an impressive history addressing such initiatives, backstopped the project with funds and technical support. In this area, the supporting organizations might have been more effective. In the beginning, both organizations should have vetted the original project director more thoroughly and, once problems began, agreed on a probationary period for the PD. According to project holders, USDOL needs to work on streamlining response time to requests for budget and activity modifications. On the other hand, USDOL reported that the modification requests were of inferior quality, such that they required extensive review, causing delays.

4.2. Sustain Action and Impact

As the project winds down, stakeholders need to continue to work in coordination, pursuing prioritized areas for collective action. Data collection remains a high priority. Practically, WEKEZA was a pilot or demonstration activity for what is possible to do throughout the country. In the words of one stakeholder, WEKEZA is, or should be, a catalyst. The government of Tanzania should take WEKEZA brand as its own. The NISCC, with its line ministry membership, and the DCLCs should be a continuing catalyst for action. By focusing on sustainable processes that enable active learning, data assessment, and evaluation, they can adjust and modify their approaches. The greatest hope for sustainability is that the collective bodies will continue to work together.

V. RECOMMENDATIONS

There are areas where future projects could incorporate from lessons learned from WEKEZA project implementation. In the course of evaluation, stakeholders were solicited for suggestions to improve the project or address special concerns. A compilation of recommendations is listed here.

5.1. Celebrate and encourage usage of the brand name and methodology

Driving through villages, children frequently yelled, “WEKEZA!” when they saw the vehicle, even when the villages were not affiliated with the project. Many government officials asserted that WEKEZA was so successful and widely known in the six districts; they wished it could be replicated as a Tanzanian national project. It was clear that WEKEZA was a well-respected and appreciated project by government stakeholders, who routinely noted that the scope of the project represented a small fraction of the more than 16,000 villages in the country.³⁸ According to their project focal persons, most of the line ministries were on board for running a WEKEZA-type project, which implied cross-sector collaboration. USDOL could encourage the ministries in the NISCC to take the unique Swahili term as a national brand name and use it as the campaign to end child labor. When a project name becomes associated with a successful effort, and is well known, as WEKEZA is, the government should be encouraged, as it takes on responsibility for project activities, to keep the “brand” name as its own. Since technically, WEKEZA means, “invested” in Swahili, it would represent the country’s investment in the future of its children.

5.2. Budget for sizable school infrastructure projects from the beginning

Future projects should create budgets that account for substantial school infrastructure projects (within USDOL guidelines). The process as described involving the Education Ministry is clear, and should be followed methodically, using professionals to oversee the building. There needs to be thoughtful planning so that parents, SCs and SBs are held accountable and can perform in-kind work.

5.3. Ensure selection of the highest quality of master trainers

Thought should be given to upgrading of the skills of the *trainers*, which would lead to achieving a higher quality, competitive products made and sold by the young entrepreneurs. Community-based Skills Trainers should be evaluated for the quality of their products before being hired to train others. This is particularly true for tailoring. The evaluator saw raveling edges and weak seams on trainees’ products at several tailoring sites, although for the most part, the sewing teaching was excellent.

³⁸ From, Tanzania Communication and Regulatory Authority Postcode list, www.tcra.go.tz, and www.GeoPostcodes.com/data

5.4. Provide a broader scope of instruction for trainees in sustainable farming

Commercial producer groups get excellent technical and some theoretical training, but are mostly treated as technicians. Issues of ecology, composting, and pollination, for example, are issues that are increasingly important in sustainable farming. If beekeepers learn about pollination, they will be ahead of the competition when orange plantations, for example, are looking to improve their yields.

5.5. Dedicate a project staff member to work on capacity strengthening at the national level

For projects like WEKEZA, project directors, located in proximity to national policy makers, *de facto* become the main implementer of capacity building at the national level. It is important to have someone with expertise who is well respected by government officials. In order to accomplish more at that level, project planners might consider a labor specialist, trainer, young professional, or other kind of associate to manage the capacity building component in order to start from the beginning to build sustainability in the policy formulation level.

5.6. Help institutionalize local governing committees with identifying materials for members

Badges, caps or other identifying materials for Village CLC members would help to institutionalize the governing committees while recognizing the efforts of community leaders.

5.7. Seek ways to promote the teacher improvement methodologies to be learned and adapted nationwide

Before WEKEZA ends, staff should try to highlight this feature as a major accomplishment.

5.8. Design advanced pedagogical methodologies with at least one component that addresses special needs and counseling for girls

According to many interviewees, particularly district officials, educators, parents, and CSO leaders, reproductive health issues are factors that affect girls' school attendance in the regions. Segregated latrines; Rest/Sick rooms; and classes where early marriages, sex education and teen pregnancies are addressed, especially for girls, (but also boys) keep girls feeling welcome at school. These special concerns should be considered in future project planning when projects target girls.

5.9. Promote synergy between project-trained tailors and carpenters and project deliverables, such as school bags and school repairs

School Bags are a project input and an essential magnet for beneficiaries to come to school. Parents and teachers complained that they were not especially durable. Children can be

especially hard on them with regular wear and tear, even if they appreciate their value. Sometimes, there is stigma attached to the bags, either negatively (the poorest child gets it) or positively (other children are jealous of the beneficiary). With backing from informants and the stakeholders, the evaluator strongly suggests that schoolbags could be made for every pupil in the school by project-trained tailors as part of their apprenticeship, instead of purchasing bags made outside of Tanzania, which are easily torn by active youngsters.

5.10. Integrate Ministry of Labor Quality Assurance Officers into project activities more explicitly

The Ministry of Labor needs to be implicated more in the activities of the project. While ending child labor forms an important part of the PMO/LYED work, the Quality Assurance officers (formerly Labor Inspectors) are less active addressing child labor in the field as their colleague officers in other ministries. They have a broad agenda and few resources. Quality Assurance Officers need to be involved and supported more explicitly. Before the project ends, the WEKEZA project should explore what the role of PMO/LYED will be in continuing the achievements.

5.11. Set the Child Monitoring system as a major collaborative priority

The Child Protection Information Management System within the MoHCDGEC can collect data and measure results. If the system is coordinated with the PMO/LYED and other all other stakeholders, it will ensure that efforts remain aligned and stakeholders hold each other accountable.

5.12. Create a base or support networks for continued support to VICOBAs and similar initiatives to continue after the end of the project

Livelihood experts and educators say parents need three years in the VICOBA before they can be determined to really be able to assist their children with supplies. Although USDOL projects are time-limited, projects should design or otherwise ensure support networks, from the inception, that will provide a foundation of up to five years for these vulnerable groups. For example, support can be in the form of a village or ward support network or working with CSOs to create a structured plan for continued support.

5.13. USDOL should explore how to have continuity in its projects for durable outcomes in communities and for the Tanzanian government

Project stakeholders interviewed in the context of the WEKEZA final evaluation frequently underscored the need for an extended time period in order to achieve the project aims. Currently, USDOL projects are 4 years and 9 months, with a 90-day closeout period. As the Project Director noted, “Due to the nature, cause and effects, child labor may not be eliminated in 48 months.” It is recommended that USDOL consider introducing country programs that would be implemented in two or three 4-year phases.

VI. LESSONS LEARNED AND BEST PRACTICES

Many lessons as well as good practices emerged from the project, which can be useful in any project implementation.

6.1. Lessons Learned

- Pilot projects tend to be more resource and support intensive, and perhaps coax out better performance than full-scale programs. WEKEZA functioned as a pilot project because it was only in a fraction of needy communities, but was public enough so that surrounding communities and participating stakeholders gained from the experience. One WEKEZA stakeholder aptly called it a *CATALYST*. There are indications that some elements of the project, particularly teacher methodology, cross-sectoral activities, and enhanced public awareness about child labor and the rights of children did indeed cause chain reactions with positive results.
- The intensive **door-to-door home visit** approach was unique to project stakeholders, who lauded the unanticipated benefits of gaining a clear picture of the economic and social situations of their communities, to better serve the populations.
- It proved important to WEKEZA implementers to recognize the **different family situations** of target children. Some lived with grandparents, relatives, and unrelated guardians. Some older children were heads of households. Projects should assess the situations in the planning stage, especially to predict numbers of households, youth dropouts, school-age children who might be targeted.
- **Communities also have their own characteristics.** As noted, there were two very different approaches to resolving school infrastructural issues between the two regions. Other differences, such as the procedure for disbursement of supplies to beneficiaries, did not appear significant. However, it is worth noting that the two regions where the project takes place are quite different. Topographically, Kigoma is a mountainous area marked by diverse ethnic groups and the phenomena of cycles of refugee populations from neighboring countries. While land-locked, Kigoma has a fishing industry as does Tanga, located on the Indian Ocean. Both use children for hazardous tasks.

Neither region can be characterized as homogeneous, as there are migrants and refugees in both places. Even the small villages, including those where WEKEZA operates, have histories of transmigration. As a result, the work of VCLCs is important as people bring varied cultural traditions, such as early marriages, bride price, and of course, approaches to child rearing. There is representation of major religions due to the history of trade and missionaries in both regions. Military bases exist in both regions, but the security issues differ. Tanga is particularly concerned about terrorism, while Kigoma faces people coming across borders to escape conflict. Both have criminal elements, seasonal cultivation and pastoral farming, which instigate child labor and truancy. Situational assessments should be a primary step in project planning.

6.2. Good Practices

- Partially paying the **Community Health Program** fees for beneficiary households alleviates insecurity in families. The evaluator witnessed the benefit of having automatic CHF available when a sick child could be taken immediately to receive health care.
- **Child Congresses, Child Parliament, and field visits**, such as the trip made by young entrepreneurs to Dodoma in October 2015 to exhibit their products are invaluable in building good citizenship, while preparing youth to become leaders of tomorrow. The child participants never forget these experiences.
- In Lalambe, children who had received vocational training in carpentry made desks for the school, and parents contributed 2500 Tsh. each for school maintenance. Other similar instances of **collaboration** between VocEd graduates, commercial producers, and schools were mentioned in the context of the evaluation.
- Rebuilding classes and other renovations represent a major incentive for children to attend school. The activity should **follow the procedures** as followed in Tanga, and be launched at the beginning of the project. Parents and local workers should be involved, but expert craftsmen should implement construction.
- **Offering meals** at school is an additional incentive for children and their parents. The District Education Officer supervises such projects. Parents contributed the food and cooked. Some schools visited talked of growing food, and the project cited participating schools as already involved in school gardens.
- WEKEZA was not just another project that delivers good works to communities. According to the Foundation for Civil Society representative, **WEKEZA was more participatory** than most of its other projects to the extent that the communities took charge and were included in some aspects of design and implementation. For example, community members were both givers and deliverers of goods to their own villages. In claiming ownership, stakeholders described many activities, particularly as pertains to school enrollment and attendance, VICOBAs, meetings of DCLCs and VCLCs, and vigilance against child labor that will continue even after the project ends.

ANNEXES

Annex A: Terms of Reference

Background and Justification

The Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) is an office within the Bureau of International Labor Affairs (ILAB), an agency of the U.S. Department of Labor (USDOL). OCFT activities include research on international child labor; supporting U.S. government policy on international child labor; administering and overseeing cooperative agreements with organizations working to eliminate child labor around the world; and raising awareness about child labor issues.

Since 1995, the U.S. Congress has appropriated over \$900 million to USDOL for efforts to combat exploitive child labor internationally. This funding has been used to support technical cooperation projects to combat exploitive child labor in more than 90 countries around the world. Technical cooperation projects funded by USDOL range from targeted action programs in specific sectors of work to more comprehensive programs that support national efforts to eliminate child labor. USDOL-funded child labor elimination projects generally seek to achieve five major goals:

1. Reducing exploitative child labor, especially the worst forms through the provision of direct educational services and by addressing root causes of child labor, including innovative strategies to promote sustainable livelihoods of target households;
2. Strengthening policies on child labor, education, and sustainable livelihoods, and the capacity of national institutions to combat child labor, address its root causes, and promote formal, non-formal and vocational education opportunities to provide children with alternatives to child labor;
3. Raising awareness of exploitative child labor and its root causes, and the importance of education for all children and mobilizing a wide array of actors to improve and expand education infrastructures;
4. Supporting research, evaluation, and the collection of reliable data on child labor, its root causes, and effective strategies, including educational and vocational alternatives, microfinance and other income generating activities to improve household income; and
5. Ensuring the long-term sustainability of these efforts.

USDOL-funded child labor elimination projects are designed to ensure that children in areas with a high incidence of child labor are withdrawn and integrated into educational settings, and that they persist in their education once enrolled. In parallel, the program seeks to avert at-risk children from leaving school and entering child labor. The projects are based on the notion that the elimination of exploitative child labor depends, to a large extent, on improving access to, quality of, and relevance of education. Without improving educational quality and relevance, children withdrawn/prevented from child labor may not have viable alternatives and could resort to other forms of hazardous work.

In FY 2010, Congress provided new authority to ILAB to expand activities related to income generating activities, including microfinance, to help projects expand income generation and

address poverty more effectively. The addition of this livelihood focus is based on the premise that if adult family members have sustainable livelihoods, they will be less likely to have their dependent children work and more likely to keep them to school.

The approach of USDOL child labor elimination projects – decreasing the prevalence of exploitive child labor through increased access to education and improving the livelihoods of vulnerable families – is intended to nurture the development, health, safety, and enhanced future employability of children engaged in or at-risk of entering exploitive labor.

Project Context

Tanzania is a democratic republic of 44 million people with an average annual gross domestic product (GDP) growth rate of 6 percent to 7 percent over the past decade. Long a location of peace and general political stability, the country has recently experienced some volatility, the reviewing of the country's constitution a main outcome. Agricultural development contributes over 27 percent of GDP and employing 78 percent of the labor force. Although fairly self-sufficient in its main staple crop, maize, it still faces shortfalls in some years due to weather variability and substandard agricultural practices resulting in food insecurity and poverty.

According to the *Understanding Children's Work Project*, about 25% of Tanzanian children between the ages of 5-14 years are engaged in hazardous child labor, with children in rural areas four times as likely to be engaged in hazardous labor compared to their urban counterparts.³⁹ The 2014 National Mainland Child Labor Survey was implemented by the United Republic of Tanzania's National Bureau of Statistics. According to the survey, it is estimated that 4.2 million children aged 5-17 years in mainland Tanzania are engaged in child labor, which is equivalent to 28.8 percent of the entire population of children. Among them, 21.5 percent are in hazardous child labor.⁴⁰ The report identifies agriculture and domestic service as the two main areas of child employment. In agriculture, children are engaged in the commercial agricultural sector, working in sisal, tobacco and tea plantations and orange farms where they are involved in land tilling, sowing, weeding, and harvesting. In its worst forms, children are engaged in prostitution or unpaid servitude and are trafficked internally and outside Tanzania for employment and other purposes. Many of these children are over-worked, not paid at all or paid very low wages, and in most cases are prone to risk of sexual exploitation.

Since independence, Tanzania has demonstrated a commitment to education through progressive policies, which have not always withstood the nation's economic realities. Universal Primary Education (UPE) began in 1974 as a way of transforming rural society and agriculture. The country nearly achieved UPE in the early 1980s, but by the end of the 20th century less than 60% of primary school-aged children were in schools. Although a relatively high percentage of the adult population have passed through primary school, Tanzania remains one of the poorest countries in the world. The 1980s global crisis and internal discord caused a fall in the quality of primary education. Parents questioned the value of sending their children to school, especially as

³⁹ Statistical analysis from National Panel Survey, 2010-2011, cited on USDOL ILAB web page, <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/tanzania>

⁴⁰ 2014 National Mainland Child Labor Survey, <http://www.nbs.go.tz/nbstz/index.php/english/statistics-by-subject/labour-statistics/755-tanzania-national-child-labour-survey-2014-published-on-feb-2016>, page 116, published February 2016.

they struggled to survive. Child labor was seen as a practical and viable cultural and economic option. By the end of the twentieth century, the level of quality of Tanzania's education system was in crisis. Schools lacked sufficient classrooms, furniture and textbooks. Less than half of teachers met the Ministry's minimum qualifications requirements and were unreliable. Teaching methodology was authoritarian and corporal punishment, including sexual harassment, was common. The outcome of these conditions was that many children dropped out of primary school or were never enrolled. More than a decade later, enrollment has increased, mainly due to the 2001 national policy to drop primary school fees, but there are still associated costs, and many of the same problems persist. While *quantitative* progress has been impressive, the *quality* of teaching, as well as supporting facilities, needs to be emphasized as well. School dropouts who might return need special assistance in making the transition through programs such as Complimentary Basic Education Program (COBET) and vocational training.⁴¹

Despite an impressive array of laws and policies to fight child labor in Tanzania, the country struggles with implementation and enforcement issues in its attempts to eliminate child labor.⁴² The country has a well-articulated child development policy, which addresses the right to education. In legal terms, age limits for working children are defined. The minimum age for employment in Tanzania is 14 years; with a wide margin between hazardous work allowed at age 18 years and light work (household chores, etc.) permitted at 12 years.

Tanzania is a signatory to ILO Minimum Age Convention (No. 138) and the Worst Forms of Child Labor Convention (No. 182), and the Convention on the Rights of the Child. The Child Labor Monitoring System (CLMS) and the list of hazardous work for children (HCL), important components of Tanzania's National Action Plan for the Elimination of Child Labor of 2009, remain uncompleted. Enforcement of appropriate laws, ordinances and by-laws and continued strengthening of anti-child labor policies continue to pose challenges for the country. Child labor in Tanzania persists, especially in agriculture and domestic servitude. Gaps remain in the laws regulating children's engagement in illicit activities and other worst forms of child labor.

Key issues facing the country's government include shifting trends in the needs of Tanzania's young and growing population; strengthening political opposition; transparency issues in the country's mineral and agricultural wealth and resources; and its unique geopolitical position between East and southern Africa.⁴³ Poverty has been identified as the principal cause of households relying on child labor.

Project Specific Information

In December 2012, International Rescue Committee (IRC) began a four-year Cooperative Agreement of USD \$10 million from USDOL's Office of Child Labor, Forced Labor, and Human Trafficking (OCFT) to implement a project to reduce child labor in the agriculture and domestic service sectors in two regions of Tanzania. The target sites, Kigoma and Tanga, are

⁴¹ Much of this information is from a World Bank Occasional paper, Education and Poverty Reduction in Tanzania, Ruth Wedgewood (2005).

⁴² <https://www.dol.gov/agencies/ilab/resources/reports/child-labor/tanzania>

⁴³ Politics and Development in Tanzania: Shifting the Status Quo, Adjoa Anyimadu, Africa Programme, Chatham House, UK. March 2016, p. 16

significant producers of tobacco, sisal and oranges, most of which rely on smallholder family farms and out-grower schemes where child labor is prevalent.

The project, named WEKEZA (Wezesha Ustawi, Endeleza Kiwango cha Elimu Kuzuia Ajira Kwa Watoto), aims to reduce child labor by supporting access to formal and non-formal education for at-risk and working children; offering options for alternative livelihood and income-generating for impoverished families; implementing awareness raising; promoting social protection of children; and providing institutional capacity-strengthening and support to the Government of Tanzania (GOT) in enhancing child protection and labor policies. Additionally, it works with partners to operationalize a database and monitoring system to track the use of child labor.

Working with the GOT in a consortium of partners comprising IRC, World Vision, Kiota Women Health and Development (KIWOHEDE), Tanga Youth Development Association (TAYODEA), the Foundation for Civil Society (FCS) and the University of Dar es Salaam's Institute for Development Studies (IDS), WEKEZA has 6 Intermediate Objectives (IOs) with 20 supporting objectives:

IO 1: School Attendance Among Target Children Increased (Education)

IO 2: Incomes in target households increased (Livelihoods)

IO 3: Employment Among Target Youth 15-24 Increased

IO 4: Beneficiaries Receive Benefits from National Social Protection Services

IO 5: Child Labor Issues Included in Relevant Development/Education/Anti-Poverty and Other Social Policies and Programs at National Level (building government capacity)

IO 6: Community attitudes towards child labor, especially in domestic service, changed (through awareness raising)

The project's target beneficiaries include 8,000 children aged 5-17; 4,200 youth aged 15-24, and their households up to a total of 3,360 households. Since 2012, the project has made headway in enrolling children into various education and/or employment programs and increasing family incomes through improved agricultural production and marketing and income generating activities. In its target regions, WEKEZA works in six districts, 19 wards and 54 villages.

The program also sensitizes families and employers to the problem and invests in social protection mechanisms for children removed from the labor force. Activities include awareness raising, social protection of children, vocational training center support, and strengthening institutional capacity and policies. The project delivers alternative livelihood and income-generating options for families who sent their children into the workforce for their own economic survival. It works with partners to operationalize a database and monitoring system that can track the use of child labor.

An interim evaluation of the project was conducted in January 2015. The project is scheduled to end December 26, 2016.

Purpose and Scope of Evaluation

Evaluation Purpose

The final evaluation will:

- Analyze the validity of the project's theory of change;
- Assess the relevance and effectiveness of all project interventions;
- Determine whether the project has achieved its expected outputs and outcomes⁴⁴ and identify the challenges and successes encountered in doing so;
- Document lessons learned, good or promising practices, and models of intervention that will serve to inform future child labor projects and policies in Tanzania, and in other implementation regions.

The evaluation should assess whether the project's interventions and activities had achieved the overall goals of the project, and the reasons why this has or has not happened. The evaluation should also document lessons learned, potential good practices, and models of intervention that will serve to inform future child labor projects and policies in Tanzania and similar environments elsewhere, as appropriate. Recommendations should focus around lessons learned and promising practices from which future projects can glean when developing their strategies toward combating exploitive child labor.

The scope of the final evaluation includes a review and assessment of all activities carried out under the USDOL Cooperative Agreement with IRC. All activities that have been implemented from project launch through the time of evaluation fieldwork should be considered. The evaluation will assess the positive and negative changes produced by the project – intended and unintended, direct and indirect, as well as any changes in the social and economic environment in the country – as reported by respondents.

Intended Users

The evaluation will provide OCFT, the grantee, other project stakeholders, and stakeholders working to combat child labor more broadly, an assessment of the project's experience in implementation, its effects on project beneficiaries, and an understanding of the factors driving the project results. The evaluation findings, conclusions and recommendations will serve to inform any project adjustments that may need to be made, and to inform stakeholders in the design and implementation of subsequent phases or future child labor elimination projects as appropriate. The evaluation report will be published on the USDOL website, so the report should be written as a standalone document, providing the necessary background information for readers who are unfamiliar with the details of the project.

⁴⁴ These outcomes and outputs are listed in the project's CMEP.

The evaluation will address the following questions and issues:

1. How effective has the project been in achieving its objectives? What have been the main factors influencing the achievement or non-achievement of the objectives?
2. Are the beneficiaries' lives better now (i.e. improved livelihoods, reduced incidence of children working, increased school attendance) than they were at the beginning of the project? To the extent possible, please describe what results the project and project services may have contributed to improvements in the lives of the participants.
3. (IO1) After the interim evaluation and the audit, it was noted that different educational services were provided in the two implementation regions. Has the project changed its implementation strategy, and if so, what has changed? If not, why?
4. (IO2) Have financial services activities (VICOBAs) been successful in increasing the participants' household income? Why or why not? Have the other livelihood activities led to increased household income?
5. Please assess the project's work under IO3 to increase employment among target youth ages 15 – 24. Has the project's strategies been effective in increasing employment among youth? What barriers has the project experienced and what did the project do to address those barriers?
6. (IO4) Has the project integrated school renovations into its implementation strategy, and if so, what are the results? Are beneficiary children safe when they attend school?
7. (IO5) Was the project successful in achieving the inclusion of child labor issues in relevant policies at the national level? What are project achievements toward coordinating policy efforts with NISCC and line ministries directly related to child labor? How successful has the project been in meeting its 8-pillar strategy to reinforce sustainability of project activities? Will the School Committees, School Boards, District Child Labor Committees, Village Child Labor Committees created and supported by the project be sustainable? What evidence is there that the project activities will continue?
8. (IO 6) How effective was the awareness raising campaign that the project implemented? Were there any strategies that worked well or did not work in different populations? Have community attitudes towards child labor, especially attitudes towards domestic service, changed through the awareness raising campaigns?
9. What has the project done to improve its administration of the cooperative agreement? What improvements could have been made? Why are there discrepancies in the project's reporting (TPR) after the interim evaluation and audit?
10. Were the monitoring and reporting systems designed efficiently to meet the needs and requirements of the project? How does the project monitor the child beneficiaries? What improvements could have been made? How has the project validated beneficiary and financial data reported to USDOL?

11. What specific lessons can be learned from the project implementation and administration, which may be replicated by those combatting child labor (including USDOL grantees) in Tanzania or elsewhere? Are there lessons in how the special circumstances of girls and youth were addressed in the implementation of different project strategies (i.e. primary and secondary education, vocational trainings, and VICOBAs) that could be added to future USDOL projects? What can be learned from the project's experience working with international and locally based Civil Society Organizations and NGOs present in the country?
12. Are there considerations regarding project implementation effectiveness and efficiency, which should be noted in the evaluation?

Evaluation Methodology and Timeframe

The evaluation methodology will consist of the following activities and approaches:

Approach

The evaluation approach will be qualitative and participatory in nature, and use project documents including CMEP data and surveys to provide quantitative information. Qualitative information will be obtained through field visits, interviews and focus groups as appropriate. Opinions coming from beneficiaries (teachers, parents and children) will improve and clarify the use of quantitative analysis. The participatory nature of the evaluation will contribute to the sense of ownership among beneficiaries.

Quantitative data will be drawn from the CMEP, project reports, baseline and end line surveys to the extent that it is available and incorporated in the analysis. The evaluation approach will be independent in terms of the membership of the evaluation team. Project staff and implementing partners will generally only be present in meetings with stakeholders, communities, and beneficiaries to provide introductions. The following additional principles will be applied during the evaluation process:

Methods of data collection and stakeholder perspectives will be triangulated for as many as possible of the evaluation questions. Efforts will be made to include parents' and children's voices and beneficiary participation generally, using child-sensitive approaches to interviewing children following the ILO-IPEC guidelines on research with children on the worst forms of child labor (<http://www.ilo.org/ipecinfo/product/viewProduct.do?productId=3026>) and UNICEF Principles for Ethical Reporting on Children (http://www.unicef.org/media/media_tools_guidelines.html). Gender and cultural sensitivity will be integrated in the evaluation approach.

Consultations will incorporate a degree of flexibility to maintain a sense of ownership of the stakeholders and beneficiaries, allowing additional questions to be posed that are not included in the TOR, whilst ensuring that key information requirements are met.

As far as possible, a consistent approach will be followed in each project site, with adjustments made for the different actors involved, activities conducted, and the progress of implementation in each locality.

B. Evaluation Team

The evaluation team will consist of:

- The international evaluator, Ms. Lou Witherite, *J.D.*
- As appropriate, an interpreter fluent in necessary languages will travel with the evaluator.
- One member of the project staff may travel with the team to make introductions. This person is not involved in the evaluation process.

The international evaluator will be responsible for developing the methodology in consultation with O'Brien & Associates International, Inc., USDOL, and the project staff; assigning the tasks of the national consultant and interpreter for the field work; directly conducting interviews and facilitating other data collection processes; analysis of the evaluation material gathered; presenting feedback on the initial findings of the evaluation to the national stakeholder meeting and preparing the evaluation report.

The responsibility of the interpreter in each provincial locality is to ensure that the evaluation team is understood by the stakeholders as far as possible, and that the information gathered is relayed accurately to the evaluator.

C. Data Collection Methodology

Document Review

Pre-field visit preparation includes extensive review of relevant documents. During fieldwork, documentation will be verified and additional documents may be collected. Documents may include:

- CMEP documents
- Baseline and end line survey reports
- Project document and revisions,
- Cooperative Agreement,
- Technical Progress and Status Reports,
- Project Results Frameworks and Monitoring Plans,
- Work plans,
- Correspondence related to Technical Progress Reports,

- Management Procedures and Guidelines,
- Research or other reports undertaken (baseline studies, etc.), and
- Project files (including school records) as appropriate.

2. Question Matrix

Before beginning fieldwork, the evaluator will create a question matrix, which outlines the source of data from where the evaluator plans to collect information for each TOR question. This will help the evaluator make decisions as to how they are going to allocate their time in the field. It will also help the evaluator to ensure that they are exploring all possible avenues for data triangulation and to clearly note where their evaluation findings are coming from. The Contractor will share the question matrix with USDOL.

3. Interviews with stakeholders

Informational interviews will be held with as many project stakeholders as possible. The evaluation team will solicit the opinions of children, community members in areas where awareness-raising activities occurred, parents of beneficiaries, teachers, government representatives, legal authorities, union and NGO officials, the action program implementers, and program staff regarding the project's accomplishments, program design, sustainability, and the working relationship between project staff and their partners, where appropriate.

Depending on the circumstances, these meetings will be one-on-one or group interviews. Technically, stakeholders are all those who have an interest in a project, for example, as implementers, direct and indirect beneficiaries, community leaders, donors, and government officials. Thus, it is anticipated that meetings will be held with:

- OCFT staff responsible for this evaluation and project prior to the commencement of the fieldwork
- Implementers at all levels, including child labor monitors involved in assessing whether children have been effectively prevented or withdrawn from child labor situations
- Headquarters, Country Director, Project Managers, and Field Staff of Grantee and Partner Organizations
- Government Ministry Officials and Local Government Officials who have been involved in or are knowledgeable about the project
- Community leaders, members, and volunteers
- School teachers, assistants, school directors, education personnel
- Project beneficiaries (specifically, a broad sampling of all kinds of beneficiaries: children who have been withdrawn from child labor; prevented from child labor; formal education students; non-formal education students; and their parents)
- International NGOs and multilateral agencies working in the area
- Other child protection and/or education organizations, committees and experts in the area

- U.S. Embassy staff member knowledgeable about the project

4. Field Visits

The evaluator will visit a selection of project sites. The final selection of field sites to be visited will be made by the evaluator. Every effort should be made to include some sites where the project experienced successes and others that encountered challenges, as well as a good cross section of sites across targeted CL sectors. Where possible, visited sites should reflect a cross section of where the interim evaluation visited mixed with new sites to take full advantage or comparison and contrasting of project activities and achievements. Efforts should be made to balance sites close to town centers as well as isolated ones. During the visits, the evaluator will observe the activities and outputs developed by the project. Focus groups with children and parents will be held, and interviews will be conducted with representatives from local governments, NGOs, community leaders and teachers.

D. Ethical Considerations and Confidentiality

The evaluation mission will observe utmost confidentiality related to sensitive information and feedback elicited during the individual and group interviews. To mitigate bias during the data collection process and ensure a maximum freedom of expression of the implementing partners, stakeholders, communities, and beneficiaries, implementing partner staff will generally not be present during interviews. However, implementing partner staff may accompany the evaluator to make introductions whenever necessary, to facilitate the evaluation process, make respondents feel comfortable, and to allow the evaluator to observe the interaction between the implementing partner staff and the interviewees.

E. Stakeholder Meeting

Following the field visits, a stakeholders meeting will be conducted by the evaluator that brings together a wide range of stakeholders, including the implementing partners and other interested parties. The list of participants to be invited will be drafted prior to the evaluator's visit and confirmed in consultation with project staff during fieldwork.

The meeting will be used to present the major preliminary findings and emerging issues, solicit recommendations, and obtain clarification or additional information from stakeholders, including those not interviewed earlier. The agenda of the meeting will be determined by the evaluator in consultation with project staff. Some specific questions for stakeholders may be prepared to guide the discussion and possibly a brief written feedback form.

The agenda is expected to include some of the following items:

- Presentation by the evaluator of the preliminary main findings
- Feedback and questions from stakeholders on the findings
- Opportunity for implementing partners not met to present their views on progress and challenges in their locality

- If appropriate, Possible Strengths, Weaknesses, Opportunities and Threats (SWOT) exercise on the project's performance
- Discussion of recommendations to improve the implementation and ensure sustainability.

A debrief call will be held with the evaluator and USDOL after the stakeholder workshop to provide USDOL with preliminary findings and solicit feedback as needed.

F. Limitations

Fieldwork for the evaluation will last three weeks, on average, and the evaluator will not have enough time to visit all project sites. As a result, the evaluator will not be able to take all sites into consideration when formulating their findings. All efforts will be made to ensure that the evaluator is visiting a representative sample of sites, including some that have performed well and some that have experienced challenges.

This is not a formal impact assessment. Findings for the evaluation will be based on information collected from background documents and in interviews with stakeholders, project staff, and beneficiaries. The accuracy of the evaluation findings will be determined by the integrity of information provided to the evaluator from these sources.

Furthermore, the ability of the evaluator to determine efficiency will be limited by the amount of financial data available. A cost-efficiency analysis is not included because it would require impact data which is not available.

G. Timetable

The tentative timetable is as follows. Actual dates may be adjusted as needs arise.

WEKEZA Evaluation Work Plan		
Activity	Date	Products/Comments
USDOL/evaluator orientation call	Sep. 19	NA
USDOL/grantee/evaluator logistics call	Week of October 10-14	Logistics arrangements, itinerary
Submit draft TOR	Sep 26	Draft TOR
Submit final TOR	Oct 3	Final TOR
Review documents and develop data collection instruments	Oct 24-28	Instruments Methodology
Identify stakeholders to be interviewed/observed	Oct 24-28	List of Stakeholders
Fieldwork Tanzania including debrief meeting	Nov 3-21	Debrief presentation
USDOL and grantee debrief call	Nov 24	NA
Analysis and report writing	Nov 23-Dec 7	NA
Send first draft report for 48-hour review	Dec 7	Draft report for 48-hour review
48 hour comments due	Dec 9	48-hour review comments

Revise and send second draft report for 2-week review	Dec 12	Draft report for 2-week review
2-week review comments due	Jan 2	2-week review comments Note: 3 weeks instead of 2 to account for Christmas
Finalize and send final report	Jan 9	Final report

Expected Outputs/Deliverables

Ten working days following the evaluator's return from fieldwork, a first draft evaluation report will be submitted to the Contractor. The report should have the following structure and content:

- Table of Contents
- List of Acronyms
- Executive Summary (providing an overview of the evaluation, summary of main findings/lessons learned/good practices, and key recommendations)
- Evaluation Objectives and Methodology
- Project Description
- Findings – Answers to the evaluation questions with the facts and supporting evidence
- Conclusions – interpretation of the facts, including criteria for judgments
- Key Recommendations - Although many recommendations may be generated and reported in the body of the report, some crucial recommendations will be prioritized to be mentioned in the executive summary.
- Lessons Learned and Best Practices
- Annexes - including list of documents reviewed; interviews/meetings/site visits; stakeholder workshop agenda and participants; TOR; etc.

The total length of the report should be approximately 30 pages for the main report, excluding the executive summary and annexes.

The first draft of the report will be circulated to OCFT and key stakeholders individually for their review. Comments from stakeholders will be consolidated and incorporated into the final reports as appropriate, and the evaluator will provide a response to OCFT, in the form of a comment matrix, as to why any comments might not have been incorporated.

While the substantive content of the findings, conclusions, and recommendations of the report shall be determined by the evaluator, the report is subject to final approval by ILAB/OCFT in terms of whether or not the report meets the conditions of the TOR.

Evaluation Management and Support

The Contractor will be responsible for Evaluation Management and Support. O'Brien and Associates has contracted with Lou Witherite to conduct this evaluation. Ms. Witherite has advanced degrees in international law and human rights, as well as international development administration. She has conducted several evaluations for USDOL-funded projects in the past, including the final evaluations of the Kenya, Uganda, Rwanda, and Ethiopia Together (KURET) project, TEACH in Tanzania, and CYCLE in Liberia and Sierra Leone. She has consulted with numerous organizations and universities, including the International Labour Organisation, often for their programs to eliminate child labor. Ms. Witherite also reviewed all of the evaluations of USDOL-funded ILO-IPEC projects from 1995-2005.

The contractor/evaluator will work with OCFT, International Rescue Committee and its local partners to evaluate this project. O'Brien and Associates will provide all logistical and administrative support for their staff and sub-contractors, including travel arrangements (e.g. plane and hotel reservations, purchasing plane tickets, providing per diem) and all materials needed to provide all deliverables. The firm will also be responsible for providing the management and technical oversight necessary to ensure consistency of methods and technical standards.

Annex B: Master List of Interview Questions and Matrix

USDOL and the evaluator decided on specific questions to be answered in the course of the final evaluation. The answers are found on the page numbers listed next to the questions in the following chart. The subsequent data matrix identifies how data was collected and analyzed to answer the questions.

QUESTIONS	Section and Page Number where addressed, and Supplemental Notes
How effective has the project been in achieving its objectives? What have been the main factors influencing the achievement or non-achievement of the objectives?	14, 16-19, 22, 29-32, 34, 36 Factors: Achievement: See p. 41 Main Conclusions Factors affecting initial problems of achievement, but ultimately resolved to some degree: 12-14, 23, 25-27, 44 Administration problems, minor cultural reticence, under-qualified local service providers, budget modifications needed for changes in program As has been noted the transition of staff due to other problems has taxed the project's ability to swiftly and systematically meet its goals. When new staff entered, they always had to be oriented. Orientation is not only about systems but also about core institutional values, for example, punctuality, mutual respect, and comportment in the field.
Are the beneficiaries' lives better now (i.e. improved livelihoods, reduced incidence of children working, increased school attendance) than they were at the beginning of the project? To the extent possible, please describe what results the project and project services may have contributed to improvements in the lives of the participants.	Improved households, testimonies and income figures: 15-35 Better lives: 6, 14, 23, 23-27 Improved livelihoods: 9, 23,27 Reduced incidence of children working: 15-16, 24, 37-38, 40, 44 Increased school attendance: 17, 40-43
After the interim evaluation and the audit, it was noted that different educational services were provided in the two implementation regions. Has the project changed its implementation strategy, and if so, what has changed? If not, why?	Modified strategies: 8, 12, 19-20, 29-32 The evaluator did not receive a copy of the auditor's report, as it was not yet available at the time of the final evaluation. Different strategies were not mentioned in the interim report, but infrastructural services were noticeably different in the two regions
Have financial services activities (VICOBAs) been successful in increasing the participants' household income? Why or why not? Have the other livelihood activities led to increased household income?	22-28 In personal testimonies, parents presented ample evidence that the VICOBAs have dramatically improved household income.
Assess the project work under IO3 to increase employment	29-33, 46

QUESTIONS	Section and Page Number where addressed, and Supplemental Notes
among target youth age 15 – 24. Have the project's strategies been effective in increasing employment among youth? What barriers has the project experienced and what did the project do to address those barriers?	
Has the project integrated school renovations into its implementation strategy, and if so, what are the results? Are beneficiary children safe when they attend school?	20-21
Was the project successful in achieving the inclusion of child labor issues in relevant policies at the national level? What are project achievements toward coordinating policy efforts with NISCC and line ministries directly related to child labor? How successful has the project been in meeting its 8-pillar strategy to reinforce sustainability of project activities? ⁴⁵ Will the School Committees, School Boards, District Child Labor Committees, Village Child Labor Committees created and supported by the project be sustainable? What evidence is there that the project activities will continue?	Policy 34-39, 40 39-41, 45 Sustainability, Committees 21-22, 37-40, 41, 42
How effective was the awareness raising campaign that the project implemented? Were there any strategies that worked well or did not work in different populations? Have community attitudes towards child labor, especially attitudes towards domestic service, changed through the awareness raising campaigns?	14-15, 23, 33-35
What has the project done to improve its administration of the cooperative agreement? What improvements could have been made? Why are there discrepancies in the project's reporting (TPR) after the interim evaluation and audit?	10-12 The evaluator did not receive a copy of the auditor's report, as it was not yet available at the time of the final evaluation.
Were the monitoring and reporting systems designed efficiently to meet the needs and requirements of the project? How does the project monitor the child beneficiaries? What improvements could have been made? How has the project validated beneficiary and financial data reported to USDOL? N.B. Evaluator will do spot checks on data quality and accuracy, notably as concerns the work and educational status of children.	13-14, 18-19, 39 VCLCs, teachers and Social workers

⁴⁵ From Interim Evaluation 1. Capacity building of key stakeholders and partners, 2. Community mobilization and involvement, 3. Resource replacement, replenishment and strengthening, 4. Incorporation of child labor language in key policy documents and regulations, 5. Integration and alignment of project interventions in GoT program priorities, 6. Structure and system building, 7. Publication and promotion of child labor policies and processes, 8. Partnership building to enhance coordination and promote accountability

Methodology for Answering Evaluation Questions Q	DATA SOURCES	
	INTERVIEWS/SITE VISITS	DOCUMENTS
1. How effective has the project been in achieving its objectives? What have been the main factors influencing the achievement or non-achievement of the objectives?	All interviewees Project Director and staff Partner staff District Focal Persons Relevant key national stakeholders, NISCC members Stakeholder Meeting Community participants (VCLC, DCLC, others) Commercial Producer Groups VICOBA	CMEP, ProDoc Technical Progress Reports (TPR), Status Reports Work Plan
2. Are the beneficiaries' lives better now (i.e. improved livelihoods, reduced incidence of children working, increased school attendance) than they were at the beginning of the project? To the extent possible, please describe what results the project and project services may have contributed to improvements in the lives of the participants.	All interviewees Project Director and staff Partner staff District Focal Persons Beneficiaries (Children and Adults) Relevant national stakeholders Community participants (VCLC)	CMEP Technical Progress Reports (TPR), Status Reports Work Plan
IMPLEMENTATION – IO-SPECIFIC QUESTIONS		
(IO1) Education		
3. After the interim evaluation and the audit, it was noted that different educational services were provided in the two implementation regions. Has the project changed its implementation strategy, and if so, what has changed? If not, why?	In Tanga and Kigoma: Representative of all levels of formal education School inspectors Beneficiary children (Focus Group) Beneficiary HHs (Focus Group) School Committees and School Boards (Focus Group) Head Masters, Teachers	TPRs, Status Reports School inspection reports Observations in classrooms
(IO2) Livelihoods		
Have financial services activities (VICOBA) been successful in increasing the participants' household income?	In Tanga and Kigoma: Livelihoods Team Leaders VICOBA manager,	TPRs, Status Reports, Training materials Observations at site visits

Methodology for Answering EVALUATION QUESTIONS Q	DATA SOURCES	
	INTERVIEWS/SITE VISITS	DOCUMENTS
Why or why not? Have the other livelihood activities led to increased household income?	members (focus group) Livelihoods specialists Farmer groups (focus groups) Commercial Producer Groups	
(IO3) Youth Employment		
Please assess the project work under IO3 to increase employment among target youth age 15 – 24. Have the project's strategies been effective in increasing employment among youth? What barriers has the project experienced and what did the project do to address those barriers?	In Tanga and Kigoma: Youth Employment Coordinator Youth beneficiaries (focus group)- vocational centers and micro-franchisees Micro-franchise owners Entrepreneurship instructors	TPRs, Status Reports Training materials, Copies of curriculum for entrepreneurship modules
(IO4) Beneficiaries Receive Benefits from National Social Protection Services		
Has the project integrated school renovations into its implementation strategy, and if so, what are the results? Are beneficiary children safe when they attend school?	In Tanga and Kigoma: School inspectors Beneficiary children (Focus Group) Beneficiary HHs (Focus Group) School Committees and School Boards (Focus Group) Head Masters, Teachers	Observations School inspection reports The evaluator will assess schools during site visits
(IO5) Child Labor Policies and Programs at National Level (building government capacity)		
Was the project successful in achieving the inclusion of child labor issues in relevant policies at the national level? What are project achievements toward coordinating policy efforts with NISCC and line ministries directly related to child labor? How successful has the project been in meeting its 8-pillar strategy to reinforce sustainability of project activities? ⁴⁶	Relevant key village/town, district, and national stakeholders Line ministry representatives, NISCC members Stakeholder meeting SC, DCLC, VCLC members, School boards	Examination of policies, legal instruments, child labor materials Stakeholder meeting

⁴⁶ From Interim Evaluation 1. Capacity building of key stakeholders and partners, 2. Community mobilization and involvement, 3. Resource replacement, replenishment and strengthening, 4. Incorporation of child labor language in key policy documents and regulations, 5. Integration and alignment of project interventions in GoT program

Methodology for Answering EVALUATION QUESTIONS Q	DATA SOURCES	
	INTERVIEWS/SITE VISITS	DOCUMENTS
Will the School Committees, School Boards, District Child Labor Committees, Village Child Labor Committees created and supported by the project be sustainable? What evidence is there that the project activities will continue?		
(IO6) Awareness raising		
How effective was the awareness raising campaign that the project implemented? Were there any strategies that worked well or did not work in different populations? Have community attitudes towards child labor, especially attitudes towards domestic service, changed through the awareness raising campaigns?	All interviewees Coordinators, KIWOHEDE, WOLEA, others involved in awareness raising campaigns Community Leaders (Focus Group) Child Rights Club members SC and SB members (focus groups) Casual interviews with the public if possible	TPRs, Status Reports Report on CL in domestic service Copies of awareness building materials (posters, brochures, stickers, banners)
Administration		
What has the project done to improve its administration of the cooperative agreement? What improvements could have been made? Why are there discrepancies in the project's reporting (TPR) after the interim evaluation and audit?	Project Director, M&E Officer and staff Partners and staff USDOL	TPRs, Status Reports Data Collection Instruments Data collection materials
Monitoring		
Were the monitoring and reporting systems designed efficiently to meet the needs and requirements of the project? How does the project monitor the child beneficiaries? What improvements could have been made? How has the project validated beneficiary and financial data reported to USDOL? N.B. Evaluator will do spot checks on data quality and accuracy, notably as concerns the work and educational status of children.	Project Director M&E Officer Education Team leaders VCLC Volunteers (focus group) Head Teachers (focus group) Data entry staff	CMEP TPRs, Status Reports Data Collection Instruments Data collection protocols DBMS, Observations/Examination of files at project district offices
Lessons Learned		
What specific lessons can be learned from the project implementation and	Project Director and staff Partners and staff, CSOs	TPRs, Status Reports Observations

Methodology for Answering EVALUATION QUESTIONS Q	DATA SOURCES	
	INTERVIEWS/SITE VISITS	DOCUMENTS
<p>administration, which may be replicated by those combatting child labor (including USDOL grantees) in Tanzania or elsewhere?</p> <p>Are there lessons in how the special circumstances of girls and youth were addressed in the implementation of different project strategies (i.e. primary and secondary education, vocational trainings, and VICOBAs) that could be added to future USDOL projects?</p> <p>What can be learned from the project's experience working with international and locally based Civil Society Organizations and NGOs present in the country?</p>	<p>Educators (formal and non-formal) involved in all of the strategies</p> <p>Beneficiaries (parents, children, especially women and girls)</p> <p>Relevant key national stakeholders, NISCC members Stakeholder Meeting</p> <p>ILO representative</p> <p>NGOs working on child labor, girls, youth, trafficking and protection issues</p>	<p>Available training and awareness raising Materials</p>
<p>4. Are there considerations regarding project implementation effectiveness and efficiency, which should be noted in the evaluation?</p>	<p>Project Director and staff</p> <p>Partners staff</p> <p>USDOL</p>	<p>Observations</p> <p>M&E materials, any available end line data</p>

Annex C: List of Documents Reviewed

Project Documents:

- IRC Tanzanian Technical Proposal Revision, Nov 13, 2014 (ProDoc)
- Cooperative Agreement IL-23983-13-75-K Dec 27, 2012 – Dec 26, 2016 WEKEZA Project Baseline Report, June 2014, by Savannas Forever Tanzania
- Comprehensive Monitoring and Evaluation Plan
- Mtoto Kwanza (Children Future) WEKEZA Interim Evaluation February 2015

TPRs and Status Reports:

April 2013

TPR report April 30, 2013
Annex A Common Indicator sheet 30 April 2013
Annex D USDOL Comments April 2013

October 2013

TPR October 30, 2013
Annex A USDOL Common Indicators spreadsheet
Annex C
USDOL Comments

April 2014

Annex A
Annex C submitted 30 Sept 2014
Annex D -- USDOL Comments
Annex E Update on Project Activities
Narrative Report April 2014

October 2014

Annex A USDOL Common Indicators spreadsheet
Annex E Update on Project Activities in response to Evaluation 10.30.2014
Annex C Status of Project performance against indicators 10.30.2014
Annex D -- USDOL Comments on Sept 2014 TPR
Annex D – IRC Response to USDOL Comments Oct. 2014 TPR 12.15.14
TPR Report October 2014

January 2015

Status Report October 2014-January 2015
Annex C – Status Update January 2015 (spreadsheet)

April 2015

Annex A March 2015 TPR Yellow Revisions 19 June 2015
Annex C March 2015 TPR Yellow Revisions 19 June 2015
TPR March 2015

July 2015

Annex D -- USDOL Comments
Annex D – July 2015 Responses to OCFT Comments
Annex E - TPR Annex E: July 2015 Update
TPR July 2015

October 2015

Annex A Education Indicator

Annex C - Common Indicator

Annex D October 2015 USDOL Comments 01 February 2016

Annex E October 2015 Update

January 2016

Status Report October 2014 to January 2016

USDOL Comments - OCFT Response to IRC (March 17, 2016)

April 2016

Annex A Indicators revised 13 June 2016

Annex C Common Indicators Revised 13 June 2016

Annex D USDOL Comments, March 17, 2016 to IRC Jan 2016 report

Annex E Update

TPR April 2016

July 2016

Status Report 28 July 2016

Status Report Annex A 19 Aug 2016

Status Report Annex C 19 Aug 2016

October 2016

Period 8 Draft Technical Progress Report

Project Modifications:

- Grant Modification No. 1 (USDOL File Name: MOD2_GOApproval) Effective Date: 08/07/2013 (budget)
- Grant Modification No. 2 (USDOL Name: IL-23983 Modification 2 NOO) Effective Date: 09/25/2015(personnel)
- Grant Modification No. 3 (USDOL File Name: IL-23983 Modification 3) Effective Date: 04/21/2016 (personnel)
- Request and Replacement for Key Personnel Change (USDOL File Name: Replacement of key personnel): Date: May 21, 2013
- Grant Modification No. 4 (USDOL File Name: IL-23983 Notice of revised award, modification 4) Effective Date: August 30, 2016 (personnel)

USDOL Materials:

- Management and Procedures Guidelines (MPG) FY 2013, 2015

WEKEZA Project Partners and Beneficiaries:

- Speech by VICOPA member, November 2016
- Speech by VICOPA member, November 2016
- Posters

Contextual Documents:

- Survey School committee/School Boards Availability and Training Needs Assessment and Community Views on WEKEZA Project Final Report Kigoma Region,
- Strategic Plan for 2016-2020, KIOO
- International Journal of Managements and Economics Invention
- Some Factors Associated with Operations of Village Community Banks (VICOBA) for Poverty Alleviation in Tanzania: A Case of Ilala District, Tanzania, Lucas Joyce (M.A.) 1, Akarro, R. (Ph.D.)
- Integrating Child Labour in the National Child Protection System and Structures in Tanzanian, Johnas Tarimo
- Channeling Change: Making Collective Impact Work, Channeling Change: Making Collective Impact Work, by [Fay Hanleybrown](#), [John Kania](#), & [Mark Kramer](#), in the January 26, 2012 in the Stanford Center on Philanthropy and Civil Society, Stanford University.
- Integrated Labour Force Survey Analytical Report 2014, published 2015
- Harnessing the Power of Technology for Rural Education, Jumannea Mahghembe November 2015, International L Youth Foundation, Spring 2009
- A Tool For Community Emancipation From Poverty “Mkukuta”: A Paper Presented To National Policy Dialogue On Mkukuta, November 2008, Social And Economic Development Initiatives Of Tanzania (SEDIT)

Websites consulted: Care (VICOBA), World Vision, IRC, National Examinations Council Of Tanzania (NECTA), Tanzania Postal Codes, Embassy of Tanzania

Annex D: List of Persons Interviewed

This page has been left intentionally blank in accordance with Federal Information Security Management Act (FISMA) of 2002, Public Law 107-347.

Annex E: Stakeholder Meeting Agenda and Participants

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